

Arizona
ELP Early Intermediate Standards 9-12
To
Visions A

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**ARIZONA ELP EARLY INTERMEDIATE PROFICIENCY STANDARDS
GRADES 9-12
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<ul style="list-style-type: none"> • Give clear, detailed multi-step instructions to carry out a familiar process. <p>ELL Listening/Speaking:C1:PO5 Early Intermediate</p>	Multi-step instructions, 51, 154, 161
Standard English Conventions	
Standard: The students will identify, describe, and apply conventions of standard English in his or her communications.	
<ul style="list-style-type: none"> • Speak with some fluency, intelligibility, and mastery of a variety of English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-IV); however, many errors often impede communication <p>ELL Listening/Speaking:C2:PO1 Early Intermediate</p>	<p>Grammar Focus, 12, 24, 40, 52, 66, 90, 104, 116, 130, 161, 174, 188, 204, 220, 240, 250, 278, 310, 324, 312, 360, 376, 388, 402</p> <p>Listening Speaking Workshops: 68-69, 144-145, 222-223, 280-281, 344-345, 404-405</p>
Comprehension of Oral Communications	
Standard: The student will listen actively to the ideas of others in order to acquire new knowledge.	
<ul style="list-style-type: none"> • Identify the emotional tone and register of oral discourse. <p>ELL Listening/Speaking:C3:PO2 Early Intermediate</p>	<p>Tone, 39, 64, 173, 265, 344, 375;</p> <p>Tone, 166, 167, 172, 270</p>
<ul style="list-style-type: none"> • Identify the component parts of a presentation (e.g., introduction, topic development, topic shift, and conclusion). <p>ELL Listening/Speaking:C3:PO3 Early Intermediate</p>	Listening Speaking Workshops: 68-69, 144-145, 222-223, 280-281, 344-345, 404-405
READING	
Vocabulary	
Standard: The student will acquire English language vocabulary and use it in relevant contexts.	
<ul style="list-style-type: none"> • Acquire and use accurate yet ordinary and somewhat limited vocabulary needed to: <ul style="list-style-type: none"> ▪ express certainty and doubt; ▪ make predictions; ▪ express sympathy, empathy, and gratitude; ▪ summarize event; ▪ report to and inform others about events; ▪ draw inferences; 	<p>Reading Strategy 4, 16, 28, 44, 56, 78, 94, 108, 120, 154, 164, 178, 192, 208, 232, 244, 254, 266, 290, 300, 314, 328, 354, 364, 380, 392</p> <p>Predict, 232, 233–237, 400</p> <p>Summarize, 64, 114, 172, 192, 194–201, 203, 238, 276, 326, 328, 330–339, 341, 345, 348;</p> <p>Draw inferences, 22, 38, 88, 114, 128, 140, 154, 156–157, 158, 186, 202, 238, 253, 254, 256–260, 262, 290, 300, 302–307, 354,</p>

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<ul style="list-style-type: none"> ▪ comprehend content area vocabulary. <p>ELL Reading:C1:PO1 Early Intermediate AZ ACADEMIC STANDARD R10:S1:C4:PO2 R10:S1:C6:PO1, 3, 4</p>	<p>356–357, 358, 386; Report to inform, 105, 148, 284, 343 Across Content Areas 13, 25, 41, 53, 67 , 91,105, 117, 131, 160, 175, 189, 205, 221, 241, 251, 279, 311, 325, 313, 361, 377, 389, 403</p>
<ul style="list-style-type: none"> • Comprehend sufficient key content and descriptive vocabulary, idioms, and colloquial expressions in order to interpret many stories of general interest <p>ELL R:C1:PO2 Early Intermediate R10:S1:C4:PO3</p>	<p>Figurative language (idioms), 295, 297, 377</p> <p><i>Legend of Sleep Hollow – idioms, colloquial expressions</i> 5, 9</p>
<ul style="list-style-type: none"> • Sometimes determine the meaning of vocabulary using common Greek and Latin roots (e.g., <i>video, annus, mega, minus</i>). <p>ELL R:C1:PO3 Early Intermediate R10:S1:C4:PO1</p>	<p>Greek roots, 90, 220, 276, 324; Latin roots, 221, 310</p>
<ul style="list-style-type: none"> • Determine the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using general and specialized dictionaries. <p>ELL R:C1:PO4 Early Intermediate R10:S1:C4:PO5, R10:S2:C1:PO2</p>	<p>Dictionary, 3, 27, 40, 41, 55, 70, 93, 104, 116, 119, 130, 142, 147, 160, 163, 177, 191, 219, 221, 225, 231, 264, 267, 278, 289, 310, 313, 324, 327, 342, 347, 353, 377, 379, 388</p>
<p>Comprehending Text</p>	
<p>Standard: The student will analyze text for expression, enjoyment, information, and understanding.</p>	
<ul style="list-style-type: none"> • Describe what a character is like by what he/she does or says. <p>ELL R:C2:PO1 Early Intermediate R10:S2:C1:PO1</p>	<p>Characterization, 65, 67 Traits, 102, 202, 203, 248, 276, 308, 354, 359; Conflict, 192, 221, 226, 227, 359, 364, 374; TE:170, 372, 373 Motivation, 103, 186, 203, 354, 359; TE:126, 184, 202, 257</p>
<ul style="list-style-type: none"> • Describe the author’s use of literary elements, including theme, point of view, setting, plot, and characterization. <p>ELL R:C2:PO2 Early Intermediate R10:S2:C1:PO1</p>	<p>Theme, 50, 129, 149, 189, 202, 387, 409; Point of view, 11, 13, 44, 53, 120, 143, 178, 203, 205, 221, 249, 251, 254, 268, 290, 297, 358, 359, 364, 405; Setting, 16, 55, 56, 67, 68, 300, 309, 311, 361; Plot, 16, 56, 67, 108, 120, 202, 308, 354, 364; Characterization, 65, 67</p>

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<ul style="list-style-type: none"> Draw conclusions about the style, mood, and meaning of literary text. ELL R:C2:PO3 Early Intermediate R10:S2:C1:PO4 	<p>Style, 263, 323, 375; Mood, 10, 128, 375 Tone, 39, 64, 173, 265, 344, 375 Draw conclusions, 10, 50, 88, 114, 120, 122–127, 128, 140, 172, 248, 262, 276, 284, 290, 292–293, 322, 374, 400;</p>
<ul style="list-style-type: none"> Recognize the difference between first and third person. ELL R:C2:PO4 Early Intermediate R10:S2:C1:PO1 	<p>First person point of view, 13, 44, 53, 205, 221, 249, 254, 268, 290, 297, 364; Third-person point of view, 143, 249, 251</p>
<ul style="list-style-type: none"> Grasp the meaning of text and paraphrase or summarize key points in various texts. ELL R:C2:PO5 Early Intermediate R10:S3:C1:PO7 	<p>Paraphrase, 22, 203, 218, 294, 308, 341, 392, 394–398; Summarize, 64, 114, 172, 192, 194–201, 203, 238, 276, 326, 328, 330–339, 341, 345, 348;</p>
<ul style="list-style-type: none"> Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives. ELL R:C2:PO6 Early Intermediate R10:S3:C3:PO2 	<p>Persuasive techniques, 173, 375, 404–405</p>
<ul style="list-style-type: none"> Complete a multi-step, unfamiliar process or procedural task. ELL R:C2:PO7 Early Intermediate R10:S3:C2:PO3 	<p>Multi-step process 51, 154, 161</p>
	<p>Step by Step (procedural) Instructions, 55</p>
<ul style="list-style-type: none"> Distinguish fact from opinion in editorials, news items, and critiques. ELL R:C2:PO8 Early Intermediate R9:S3:C1:PO1 	<p>Letter to the editor, 406–407 Distinguish fact from opinion, 51, 94, 96–101, 309, 358, 359</p>
<ul style="list-style-type: none"> Identify organization of text and relationship links between paragraphs. 	<p>Identify Text Structure 4, 16, 28, 44, 56, 78, 94, 108, 120, 154, 164, 178, 192, 208, 232, 244, 254, 266, 290, 300, 314, 328, 354, 364, 380, 392; Transitions, 53, 67, 70, 164, 241, 282–283, 389, 407</p>
WRITING	
Writing Applications	
Standard: The student will express in writing his or her own thinking and ideas.	
<ul style="list-style-type: none"> Use the writing process to create essays in various genres up to a page that are distinguished by: <ul style="list-style-type: none"> topics and ideas that are fairly broad although readers know where the writer is headed; 	<p>Writer's Workshop 70-71, 146-147, 224-125, 282-283, 346-347, 406-407</p>

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<ul style="list-style-type: none"> ▪ recognizable introduction, middle, and conclusion that demonstrate some logic in sequencing; ▪ a voice that is sincere, but not fully engaged; ▪ word choices that are accurate yet lack variety; and, ▪ limited variety in sentence length (many begin in the same way and few connecting words are used). <p>ELL Writing:C1:PO1 Early Intermediate W10:S2:C1:PO2, W10:S2:C2:PO2, W10:S2:C3:PO2 W10:S2:C4:PO1, W10:S2:C5:PO1</p>	
<p>Standard English Conventions</p>	
<p>Standard: The student will identify, describe, and apply conventions of standard English in his or her communications.</p>	
<ul style="list-style-type: none"> • Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-IV) with many errors that often impede communication. <p>ELL W:C2:PO1 Early Intermediate R10:S2:C6:PO1-12</p>	<p>Grammar Focus, 12, 24, 40, 52, 66 , 90, 104, 116, 130, 161, 174, 188, 204, 220, 240, 250, 278, 310, 324, 312, 360 , 376, 388, 402</p> <p>From Reading to Writing 13, 25, 41, 53, 67 , 91,105, 117, 131, 160, 175, 189, 205, 221, 241, 251, 279, 311, 325, 313, 361, 377, 389, 403,</p>
<p>Research</p>	
<p>Standard: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</p>	
<ul style="list-style-type: none"> • Research information on academic topics and record relevant information from print and multimedia sources, summarizing the main points provided in source material. <p>ELL W:C3:PO1 Early Intermediate W10:S1:C1:PO1, W10:S1:C2:PO1, W10:S3:C6:PO1</p>	<p>Electronic texts, 345, 346, 348 Keyword searches, 72, 146, 163, 345, 346, 348, 376 Library, 72, 146, 148, 282, 346 Summary, 148, 189, 325, 345, 348 Research report, 346–347</p>