

**Arizona
ELP Intermediate Standards 9-12
To
Visions B**

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ARIZONA ELP INTERMEDIATE PROFICIENCY STANDARDS
Grades 9-12
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INTERMEDIATE LISTENING/SPEAKING	VISIONS B
Delivery of Oral Communications	STUDENT BOOK
Standard: The student will express orally his or her own thinking and ideas.	
<ul style="list-style-type: none"> Communicate with adequate fluency and intelligibility in most social, practical, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions. ELL Listening/Speaking: C1:PO1 Intermediate	Listen, Speak, Interact , 11, 25, 37, 50, 69, 89, 99, 115, 129, 143, 163, 175, 187, 199, 213, 235, 249, 261, 275, 299, 313, 325, 339, 359, 377, 389, 403 Prior knowledge , 2, 14, 28, 40, 54, 80, 92, 102, 118, 132, 154, 166, 178, 190, 202, 224, 238, 252, 264, 286, 302, 316, 328, 350, 362, 380, 392; TE/5, 17, 31, 43, 57, 78, 83, 95, 105, 121, 135, 152, 157, 169, 181, 193, 205, 222, 223, 225, 227, 241, 255, 267, 284, 285, 289, 305, 309, 319, 331, 349, 351, 352, 353, 363, 365, 383, 391, 393, 395, 403,
<ul style="list-style-type: none"> Contribute to classroom and academic discussions by asking/answering questions, giving/ responding to feedback, supporting/refuting opinions, and analyzing points of view with some hesitancy because of the need to rephrase and search for words. ELL Listening/Speaking: C1:PO2 Intermediate	Listen, Speak, Interact , 11, 25, 37, 50, 69, 89, 99, 115, 129, 143, 163, 175, 187, 199, 213, 235, 249, 261, 275, 299, 313, 325, 339, 359, 377, 389, 403
<ul style="list-style-type: none"> Recognize and apply the style of speech used in an interview and in formal and informal meetings. ELL Listening/Speaking: C1:PO3 Intermediate	Interviewing , 89, 129, 146-147, 175, 278, 403
<ul style="list-style-type: none"> Deliver an impromptu speech on a particular subject that is organized and tailored to the audience, using purposeful and somewhat varied vocabulary. ELL Listening/Speaking: C1:PO4 Intermediate	Listen, Speak, Interact , 11, 25, 37, 50, 69, 89, 99, 115, 129, 143, 163, 175, 187, 199, 213, 235, 249, 261, 275, 299, 313, 325, 339, 359, 377, 389, 403
<ul style="list-style-type: none"> Give clear, detailed multi-step instructions to carry out a familiar process. ELL Listening/Speaking: C1:PO5: Intermediate	Multi-step instructions , 341, 330
Standard English Conventions	
Standard: The student will identify, describe, and apply conventions of standard English in his or her communications.	
<ul style="list-style-type: none"> Speak with adequate fluency, intelligibility, and mastery of a variety of 	Grammar Focus , 12, 26, 38, 51, 70, 90, 116, 130, 144, 164,

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<p>English grammatical structures and linguistic forms outlined in the Advanced Level (and in the earlier stages of proficiency ELL I-IV); however, habitual errors sometimes impede communication. ELL Listening/Speaking: C2:PO1 Intermediate</p>	<p>176, 188, 100, 214, 236, 250, 314, 326, 340, 360, 378, 390, 404, Listening/Speaking workshops 72-73, 146-147, 216-217, 277-278, 299, 343, 389, 407</p>
<p>Comprehension of Oral Communications</p>	
<p>Standard: The student will listen actively to the ideas of others in order to acquire new knowledge.</p>	
<p>• Draw valid conclusions about a range of general interest conversations and academic presentations on familiar and unfamiliar topics, live or recorded, delivered at a normal rate of speech. ELL Listening/Speaking: C3:PO1 Intermediate</p>	<p>Draw conclusions, 50, 68, 98, 114, 120, 122–127, 128, 142, 204, 206–211, 274, 298, 312, 376, 382, 384–387, 388, 402;</p>
<p>• Interpret some of “unspoken” attitudinal nuance, emotional tone, and register of oral discourse. ELL Listening/Speaking: C3:PO2 Intermediate</p>	<p>Interpret tone, 187, 189, 199, 201, 248;</p>
<p>• Identify <i>rhetorical signals</i> of chronological order, comparison and contrast, and cause and effect in formal and informal presentations. ELL Listening/Speaking: C3:PO3 Intermediate</p>	<p>Chronological order, 361,394,408,409 Compare and contrast, 73,147,217,345,407 Cause and effect, 16, 18–23, 24, 36, 82, 88, 174, 186, 212, 248, 260, 324, 338, 358, 402;</p>
<p>INTERMEDIATE READING</p>	
<p>Vocabulary</p>	
<p>Standard: The student will acquire English language vocabulary and use it in relevant contexts.</p>	
<p>• Acquire and use accurate, purposeful, and somewhat varied vocabulary needed to: ▪ give and respond to feedback; ▪ support or refute an opinion; ▪ analyze a point of view; ▪ persuade others; ▪ mediate conflicts; and, ▪ comprehend content area vocabulary. ELL Reading:C1:PO1 Intermediate</p>	<p>Build Vocabulary, 3, 15, 41, 55, 81, 93, 103, 119, 133, 156, 179, 191, 203, 225, 239, 253, 265, 287, 303, 317, 329</p>

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AZ ACADEMIC STANDARD R10:S1:C4:PO2, R10:S1:C6:PO1,3,4	
<ul style="list-style-type: none"> Comprehend an expanded range of conceptual language, including idioms and colloquial expressions in order to interpret a range of conversations, presentations, and discussions delivered at a normal rate. ELL R:C1:PO2 Intermediate R10:S1:C4:PO3	Idioms, 25, 200, 234, 390 Colloquial language, 15
<ul style="list-style-type: none"> Sometimes determine the meaning of content area vocabulary using an expanded range of Greek and Latin roots and affixes (e.g., <i>bios, vita, hydro, psyche, geos, circum</i>). 	Greek, 90, 276, 326; Latin, 52, 236, 276;
<ul style="list-style-type: none"> Determine the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using dictionaries and glossaries. ELL R:C1:PO3 Intermediate R10:S1:C4:PO1	Using Dictionaries, 130, 262, 317, 325, 326, 340, 390, 393, 404
Comprehending Text	
Standard: The student will analyze text for expression, enjoyment, and response to other related content areas.	
<ul style="list-style-type: none"> Describe the motivations of characters and how a character's traits influence a character's actions. ELL R:C2:PO1 Intermediate R10:S2:C1:PO1	Characterization, 339 Motivation, 69 Traits, 261
<ul style="list-style-type: none"> Compare and contrast a similar theme or topic across literary texts within a literary genre (e.g., compare themes in short stories). ELL R:C2:PO2 Intermediate R9:S2:C1:PO3	Themes, 54 Compare themes in short stories 77, 151, 221, 283, 347, 411
<ul style="list-style-type: none"> Contrast points of view in literary text. ELL R:C2:PO4 Intermediate R10:S2:C1:PO1	Contrast points of view 73, 147, 217, 279, 343 407
Standard: The student will analyze text for expression, enjoyment, information, and understanding.	
<ul style="list-style-type: none"> Draw conclusions and express his or her own opinion about ideas in 	Draw conclusions, 50, 68, 98, 114, 120, 122–127, 128, 142,

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text, including evaluating the ideas in text. ELL R:C2:PO5 Intermediate R10:S3:C1:PO7-8	204, 206–211, 274, 298, 312, 376, 382, 384–387, 388, 402;
<ul style="list-style-type: none"> Identify the facts and other details that support the author’s argument regarding a particular idea. ELL R:C2:PO6 Intermediate R10:S3:C3:PO2 	Fact and opinion , 192, 388, 394, 396–401, 402
<ul style="list-style-type: none"> Comprehend and follow formal instructions for a familiar process or procedure that requires integration or synthesis of several pieces of information. ELL R:C2:PO7 Intermediate R10:S3:C2:PO1 	Steps in process , 88, 274
<ul style="list-style-type: none"> Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection. ELL R:C2:PO8 Intermediate R10:S3:C1:PO2 	Text evidence , 142,330,332–337,382,384–387;
<ul style="list-style-type: none"> Compare and contrast the organizational structures of various expository text (cause and effect, logical order, problem-solution) ELL R:C2:PO9 Intermediate R10:S3:C1:PO6 	Text Structure 4, 16, 30, 42, 56, 82, 94, 104, 120, 134, 146, 168, 180, 192, 204, 226, 240, 254, 266, 288, 304, 318, 330, 352, 364, 382, 394.
INTERMEDIATE WRITING	
Writing Applications	
<i>The student will express in writing his or her own thinking and ideas.</i>	
<ul style="list-style-type: none"> Use the writing process to create formal communications and essays in various genres (persuasive essay, literary analysis narrative, research document) up to 2 pages that are distinguished by: <ul style="list-style-type: none"> identifiable main ideas that define the topic with some details; logical organization with limited use of effective transitions; a voice with a developing awareness of audience that is pleasant, but may be inconsistent; word choices that enhance meaning but may be repetitive or 	Writer’s Workshop 74-75,148-149, 218-219, 280-281, 344-345,408-409

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<p>inappropriate to audience and purpose; and, some variety in sentence structures although more complex sentences may be awkward. ELL Writing:C1:PO1 Intermediate W10:S2:C1:PO3, W10:S2:C2:PO4, W10:S2:C3:PO3, W10:S2:C4:PO3, W10:S2:C5:PO1</p>	
<p>Standard: The student will identify, describe, and apply conventions of standard English in his or her communications.</p>	
<p>• Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-IV) with some errors that occasionally impede communication. ELL W:C2:PO1 Intermediate W10:S2:C6:PO1-12</p>	<p>Grammar Focus, 12, 26, 38, 51, 70, 90, 116, 130, 144, 164, 176, 188, 100, 214, 236, 250, 314, 326, 340, 360, 378, 390, 404 Writer’s Workshop 74-75,148-149, 218-219, 280-281, 344-345,408-409</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>	
<p>• Select relevant data and synthesize information and ideas from multiple sources into a coherent whole. ELL W:C3:PO1 Intermediate W10:S1:C2:PO2, W10:S3:C6:PO1</p>	<p>Internet, 76, 148, 150, 191, 216, 220, 279, 282, 346, 408, 410; Library, 224,225,237; On-line searches, 76,148,150,177,341 Encyclopedia, 13, 191, 279 Magazines, 191; Newspapers, 191;</p>