

**ARIZONA ELL IV PROFICIENCY STANDARDS**  
**Grades 6-8**  
**To Visions BASIC**

<b>BEGINNING LISTENING/SPEAKING</b>		<b>VISIONS BASIC</b>
<b>Delivery of Oral Communications</b>		
<b><u>Standard:</u></b> <b><i>The student will express orally his or her own thinking and ideas.</i></b>		
<ul style="list-style-type: none"> <li>Participate in social conversations held in pairs or in groups by asking/responding to questions, describing past events, and posing hypotheticals, using <b>accurate but limited</b> vocabulary.</li> </ul>	<b>Student Book</b>	<b>Listen, Speak, Interact</b> 53, 67, 81, 95, 109, 123, 137, 151, 165, 179 <b>Language and Vocabulary</b> , 6, 12, 18–19, 26, 27, 32, 33, 36, 37, 38, 39, 45, 50, 53, 62, 67, 76, 81, 95, 109, 118, 123;
<ul style="list-style-type: none"> <li>Contribute to classroom and academic discussions by making suggestions, describing past events, and proposing hypotheticals, with <b>considerable hesitancy</b> because of the need to rephrase and search for words.</li> </ul>	<b>Student Book</b>	<b>Prior Knowledge</b> , 57, 71, 85, 99, 113, 127, 141, 155, 169, 183 <b>Language and Vocabulary</b> , 6, 12, 18–19, 26, 27, 32, 33, 36, 37, 38, 39, 45, 50, 53, 62, 67, 76, 81, 95, 109, 118, 123
<ul style="list-style-type: none"> <li>Ask others to give, confirm, and clarify information, as needed.</li> </ul>	<b>Student Book</b>	<b>Ask for information</b> , 53, 81 <b>address</b> , 59; <b>age</b> , 32,37, 59 <b>directions</b> , 45, 109 <b>name</b> , 59 <b>nationality</b> , 18–19, 27; AB:12, 19, 47
<ul style="list-style-type: none"> <li>Use the appropriate degree of formality with different audiences and settings.</li> </ul>	<b>Student Book</b>	<b>Language and Vocabulary</b> , 6-7 formality in greetings
<ul style="list-style-type: none"> <li>Prepare and deliver oral narratives, using an introduction, development, and conclusion.</li> </ul>	<b>Student Book</b>	<b>Projects</b> , 64-65, 78-79, 92-93, 106-107,120-121, 134-135, 148-149, 162-163, 176-177 (deliver narratives)
<b>Standard English Conventions</b>		
<b><u>Standard:</u></b> <b><i>The student will identify, describe, and apply conventions of standard English in his or her communications</i></b>		

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<ul style="list-style-type: none"> <li>• Speak, demonstrating satisfactory control over the English grammatical structures and linguistic forms defined in earlier stages of proficiency.</li> </ul>	<b>Student Book</b>	<b>Grammar</b> , 55, 69, 83, 97, 111, 125, 139, 153, 167, 181 <b>Letters and Sounds</b> , 4–5, 8–9, 16–17, 20–21, 30–31, 34–35, 42–43, 46–47, 56, 62, 63, 70, 84, 90, 112
<b>Comprehension of Oral Communications</b>		
<b><u>Standard:</u></b> <i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i>		
<ul style="list-style-type: none"> <li>• Restate the gist of oral discourse on personal, social, or grade-level academic topics when working in pairs, small groups, or whole-class discussions, although repetition, rephrasing, and contextual support is required.</li> </ul>	<b>Student Book</b>	<b>Oral discourse</b> 6–7, 12, 13, 18–19, 22, 32–33, 53, 67, 81, 95, 109, 123, 137, 151, 165, 179
<ul style="list-style-type: none"> <li>• Comprehend sets of instructions related to tasks on familiar processes or procedures.</li> </ul>	<b>Student Book</b>	<b>Comprehend sets of instructions</b> 2-3, 14-15, 28-29, 40-41, 52, 66, 80, 94, 108, 122, 136, 150, 164, 178
<b>BEGINNING READING</b>		
<b>Vocabulary</b>		
<b><u>Standard:</u></b> <i>The student will acquire English language vocabulary and use it in relevant contexts.</i>		
<ul style="list-style-type: none"> <li>• Acquire and use accurate, but limited, vocabulary needed to: <ul style="list-style-type: none"> <li>▪ ask for and give advice, suggestions, permission, reminders;</li> <li>▪ describe past routines, situations, events;</li> <li>▪ propose hypothetical events and situations;</li> <li>▪ state intentions, possibilities, and probabilities; and,</li> <li>▪ comprehend content area words.</li> </ul> </li> </ul>	<b>Student Book</b>	<b>Language and Vocabulary</b> , 6, 12, 18–19, 26, 27, 32, 33, 36, 37, 38, 39, 45, 50, 53, 62, 67, 76, 81, 95, 109, 118, 123; <b>Build Vocabulary</b> 54, 68, 82, 96, 106, 110, 124, 138, 152, 166, 180
<ul style="list-style-type: none"> <li>• Use knowledge of root words and affixes to determine the meaning of some unknown grade-level words</li> </ul>	<b>Student Book</b>	<b>Roots and Affixes</b> , 140, 146, 147, 154, 160, 161;

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unknown grade-level words.	<b>Activity Book</b>	<b>Roots and Affixes</b> , 84, 92
<ul style="list-style-type: none"> <li>Recognize simple analogies and metaphors in literature and texts in content areas (e.g., <i>boiling mad</i>, <i>things are running smoothly</i>, <i>heated debate</i>, <i>icy stare</i>, <i>bright idea</i>).</li> </ul>	<b>Student Book</b>	<b>Metaphors in literature</b> 102
<ul style="list-style-type: none"> <li>Determine the various meanings and pronunciation of words by using a dictionary</li> </ul>	<b>Student Book</b>	<b>Pronunciation of words</b> 62, 76, 90, 104, 118, 132, 146, 160, 174, 188 <b>Dictionary</b> , 71, 74, 93, 95, 123, 151, 154, 179
<b>Comprehending Text</b>		
<b><u>Standard:</u></b> <b><i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i></b>		
<ul style="list-style-type: none"> <li>Comprehend and follow sequence of narration in popular newspaper and magazine articles and popular easy fiction.</li> </ul>	<b>Student Book</b>	<b>Sequence of events</b> , 87, 143, 156–157, 158–159, 171
<ul style="list-style-type: none"> <li>Identify key characters in literary works.</li> </ul>	<b>Student Book</b>	<b>Key Characters</b> 142
<b><u>Standard:</u></b> <b><i>The student will analyze text for expression, enjoyment, information, and understanding.</i></b>		
<ul style="list-style-type: none"> <li>Comprehend and follow a set of written multi-step instructions to perform routine procedures.</li> </ul>		<b>Multi-step instructions</b> 4–5, 8–9, 16–17, 20–21, 30–31, 34–35, 42–43, 46–47, 56, 62, 63, 70, 84, 90, 112
<b>Beginning Writing Applications</b>		
<b><u>Standard:</u></b> <b><i>The student will express in writing his or her own thinking and ideas.</i></b>		
<ul style="list-style-type: none"> <li>Use the writing process to create essays in various <i>genres</i> (expository, narrative, research) up to 2 paragraphs that are distinguished by: <ul style="list-style-type: none"> <li>topics and ideas that are broad and simplistic;</li> </ul> </li> </ul>	<b>Student Book</b>	<b>Writing Process</b> 74-75, 88-89, 102-103, 116-117, 131-132, 144-145, 158-159, 172-173

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<ul style="list-style-type: none"> <li>▪ marginally recognizable internal structures or organization;</li> <li>▪ a voice that produces little reaction in the reader and reads more like a report;</li> <li>▪ word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say; and,</li> </ul> <p>little variation in sentence types and a significant number of awkward or rambling constructions.</p>		
<p><b><u>Standard:</u></b>  <b><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></b></p>		
<ul style="list-style-type: none"> <li>• Produce independent writing that demonstrates satisfactory control over basic English conventions defined in ELL I-III.</li> </ul>		<p><b>Student Book</b>  <b>Writing Conventions</b> 74-75, 88-89, 102-103, 116-117, 131-132, 144-145, 158-159, 172-173</p>
<p><b><u>Standard:</u></b>  <b><i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></b></p>		
<ul style="list-style-type: none"> <li>• Locate information appropriate to a class assignment and take notes on information.</li> </ul>		<p><b>Student Book</b>  <b>Projects</b>, 64-65, 78-79, 92-93, 106-107, 120-121, 134-135, 148-149, 162-163, 176-177</p>