

**ARIZONA ELL V PROFICIENCY STANDARDS**  
**Grades 9-12 Beginning**  
**To Visions BASIC**

BEGINNING LISTENING/SPEAKING	VISIONS Component	VISIONS BASIC
<b>Delivery of Oral Communications</b>		
<b>Standard:</b> <b><i>The student will express orally his or her own thinking and ideas.</i></b>		
<ul style="list-style-type: none"> <li>Obtain, provide, and exchange basic but key information to complete many practical, social, or academic tasks.</li> </ul>	<b>Student Book</b>	<b>Language and Vocabulary</b> , 6-7, 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 summarizing/ reporting on events; expressing opinions, feelings, and reservations; and drawing inferences with considerable hesitancy because of the need to rephrase and search for words.</li> </ul>	<b>Student Book</b>	<b>Draw Inference Meaning from</b> <ul style="list-style-type: none"> <li>associate utterance with action, 81, 95, 109, 111, 123, 137, 151;</li> <li>associate utterance with context, 49, 53, 54, 67, 81, 84, 95, 109, 123, 126; AB:33</li> <li>associate utterance with visual, 4–5, 9, 16–17, 20, 21, 30–31, 34, 35, 42–43, 46–47, 49, 54, 56, 68, 82, 96, 98, 110, 112, 124, 151, 182</li> </ul> <b>Summarize - Projects</b> , 64-65, 78-79, 92-93, 106-107, 120-121, 134-135, 148-149, 162-163, 176-177
<ul style="list-style-type: none"> <li>Use appropriate register for business and friendly transactions.</li> </ul>	<b>Student Book</b>	<b>Language and Vocabulary</b> (friendly ) 6, ( Business) 7.
<ul style="list-style-type: none"> <li>Prepare and deliver a short oral report in a content area and effectively convey the information with connected discourse.</li> </ul>	<b>Student Book</b>	<b>Projects</b> , 64-65, 78-79, 93, 106-107, 120-121, 134-135, 148-149, 162-163, 176-177
<ul style="list-style-type: none"> <li>Give clear multi-step instructions to carry out a familiar process.</li> </ul>	<b>Student Book</b>	<b>Give multi-step instructions</b> 93
<b>Standard English Conventions</b>		
<b>Standard:</b> <b><i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></b>		
<ul style="list-style-type: none"> <li>Speak with satisfactory control over English grammatical structures and linguistic forms defined in earlier stages of proficiency (ELL I-IV), with some lapses and code-switching into his or her first language.</li> </ul>	<b>Student Book</b>	<b>Grammar</b> , 55, 69, 83, 97, 111, 125, 139, 153, 167, 181. <b>Project presentations</b> , 64-65, 78-79, 93, 106-107, 120-121, 134-135, 148-149, 162-163, 176-177
<b>Comprehension of Oral Communications</b>		

**ARIZONA ELL V PROFICIENCY STANDARDS**  
**Grades 9-12 Beginning**  
**To Visions BASIC**

<b>Standard:</b> <b><i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i></b>		
<ul style="list-style-type: none"> <li>• Paraphrase main ideas of a range of general interest conversations and academic presentations on familiar topics delivered at a normal rate of speech.</li> </ul>	<b>Student Book</b>	<b>Conversations with peers</b> 6,33, 53, 67, 81, 82, 92, 95, 97, 106, 109, 110, 123, 124, 137, 138, 151, 165, 166, 171, 176, 179, 191
<ul style="list-style-type: none"> <li>• Identify something about the emotional state of the speaker from the tone and intonation of the discourse.</li> </ul>	<b>Student Book</b>	<b>Poem with audio <i>Patti Bennett</i></b> , (emotional state of speaker) 184-185
<b>BEGINNING READING</b>		
<b>Vocabulary</b>		
<b>Standard:</b> <b><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></b>		
<ul style="list-style-type: none"> <li>• Acquire and use accurate and limited vocabulary needed to: <ul style="list-style-type: none"> <li>▪ express certainty and doubt;</li> <li>▪ make predictions;</li> <li>▪ express sympathy, empathy, and gratitude;</li> <li>▪ summarize event;</li> <li>▪ report to and inform others about events;</li> <li>▪ draw inferences; and,</li> <li>▪ comprehend content area vocabulary.</li> </ul> </li> </ul>	<b>Student Book</b>	<b>Reading and Understanding</b> 72-72, 86-87, 100-101, 114-115, 128-129, 142-143, 156-157, 170-171 <b>Project presentations</b> , 64-65, 78-79, 93, 106-107, 120-121, 134-135, 148-149, 162-163, 176-177
<ul style="list-style-type: none"> <li>• Comprehend sufficient key content and descriptive vocabulary to understand many stories of general popular interest.</li> </ul>	<b>Student Book</b>	<b>Build Vocabulary</b> 54, 68, 82, 96, 106, 110, 124, 138, 152, 166, 180 <b>Word Study</b> 56, 70, 84, 98, 112, 126, 140, 154, 168, 182
<b>Standard:</b> <b><i>The student will acquire English language vocabulary and use it in relevant contexts.</i></b>		
<ul style="list-style-type: none"> <li>• <b>Occasionally</b> determine the meaning of vocabulary using common Greek and Latin roots (e.g., <i>post, aqua, tri, bi</i>).</li> </ul>	<b>Student Book</b>	<b>Root words</b> , 140, 154
<ul style="list-style-type: none"> <li>• Determine the various meanings, pronunciation, and syllabication of words by using a dictionary</li> </ul>	<b>Student Book</b>	<b>Dictionary</b> , 95, 123, 151, 154

**ARIZONA ELL V PROFICIENCY STANDARDS**  
**Grades 9-12 Beginning**  
**To Visions BASIC**

<b>Comprehending Text</b>		
<b>Standard:</b> <i>The student will analyze text for expression, enjoyment, information, and understanding.</i>		
• Role-play a character from a familiar piece of literature.	<b>Student Book</b>	<b>Act out, 191</b>
• Identify literary elements of theme, point of view, setting, plot, and characterization.	<b>Student Book</b>	<b>Theme, 100</b> <b>Point of view, 100-101</b> <b>Character, 142</b>
• Determine the meaning of some figurative language, including similes, personification, and idioms in literary text.	<b>Student Book</b>	<b>Figurative language, similes, 101</b>
• Identify the speaker or narrator in literary text.	<b>Student Book</b>	<b>Identify narrator(author) of text 100-101</b>
• Find general information and specific details in authentic, multipurpose texts (e.g., daily newspaper, short stories, popular novels, and sections of textbooks).	<b>Student Book</b>	<b>Newspaper article, 114</b> <b>biography, 170</b> <b>fable, 142</b> <b>how-to narrative, 156</b> <b>informational text, 128</b> <b>poem, 72, 86, 184;</b> <b>student information form, 58</b> <b>vignette, 100</b> <b>narrative 100, 142, 156, 170,</b> <b>menu, 148</b>
• Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.	<b>Student Book</b>	<b>Identify emotional words 178, 179, 180,</b> <b>183, 185</b>
• Follow, explain, and paraphrase instructions of compliance.	<b>Student Book</b>	<b>Paraphrase instructions, 156-157</b>
	<b>Teacher Resource Book</b>	<b>Paraphrase instructions 146</b>
• Distinguish fact from opinion in persuasive text, providing some	<b>Student Book</b>	<b>Support opinions with evidence, 101, 115</b>

**ARIZONA ELL V PROFICIENCY STANDARDS**  
**Grades 9-12 Beginning**  
**To Visions BASIC**

supporting evidence from text.		
<b>BEGINNING WRITING</b>		
<b>Writing Applications</b>		
<b>Standard:</b> <i>The student will express in writing his or her own thinking and ideas.</i>		
<ul style="list-style-type: none"> <li>• Use the writing process to create essays in various genres up to several paragraphs that are distinguished by: <ul style="list-style-type: none"> <li>▪ topics and ideas that are moderately clear yet broad and simplistic;</li> <li>▪ somewhat recognizable internal structures or organization;</li> <li>▪ a voice that demonstrates some sense of audience although some elements may be unevenly developed;</li> <li>▪ word choices that are limited so at times it is hard to decipher what the writer is trying to say; and,</li> <li>▪ little variation in sentence types (some difficulty with naturalness of phrases and expressions).</li> </ul> </li> </ul>	<b>Student Book</b>	<b>From Reading to Writing</b> 74-75, 88-89, 102-103, 116-117, 131-132, 144-145, 158-159, 172-173
<b>Standard English Conventions</b>		
<b>Standard:</b> <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i>		
<ul style="list-style-type: none"> <li>• Produce independent writing that demonstrates satisfactory control over basic English conventions defined in earlier stages of proficiency (ELL I-IV).</li> </ul>	<b>Student Book</b>	<b>From Reading to Writing</b> 74-75, 88-89, 102-103, 116-117, 131-132, 144-145, 158-159, 172-173 <b>Grammar</b> , 55, 69, 83, 97, 111, 125, 139, 153, 167, 181
<b>Research</b>		
<b>Standard:</b> <i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i>		
<ul style="list-style-type: none"> <li>• Extract key information and relevant detail from sources and write an outline.</li> </ul>	<b>Teacher Resource Book</b>	<b>Graphic organizers for outlines</b> 141, 142, 145, 146