

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

EARLY ADVANCED LISTENING/SPEAKING	VISIONS C	VISIONS C
<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>Communicate effectively and confidently in most practical, social, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions.</li> </ul>	<b>Student Book</b>	<b>Listen, Speak, Interact</b> 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273, 313, 327, 361, 373, 389, 401 <b>Prior Knowledge</b> 2, 14, 26, 28, 30–33, 38, 50, 72, 74, 83, 86, 99, 102, 116, 130, 152, 162, 178, 192, 201, 204, 226, 238, 250, 252, 254–259, 264, 284, 300, 316, 330, 350, 364, 376, 378, 380–387, 392
<ul style="list-style-type: none"> <li>Contribute to classroom and academic discussions by asking/answering questions, giving/ responding to feedback, supporting/refuting opinions, and analyzing points of view with occasional hesitancy because of the need to rephrase and search for words.</li> </ul>	<b>Student Book</b>	<b>Listen, Speak, Interact</b> 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273, 313, 327, 361, 373, 389, 401
<ul style="list-style-type: none"> <li>Prepare and deliver a speech analyzing a point of view or supporting/refuting an opinion that is organized, suited to the audience, and employs resource materials to clarify and defend positions, using natural and varied vocabulary.</li> </ul>	<b>Student Book</b>	<b>Listening/Speaking Workshop</b> , 64-65, 144-145, 218-219, 276-277, 342-343, 404-405 <b>Point of view</b> , 234, 252, 373; te/259, 368, 372
<ul style="list-style-type: none"> <li>Convey the sequence of steps in spoken directions, using clear reference and precise vocabulary.</li> </ul>	<b>Student Book</b>	<b>Sequence of steps in process</b> , 34, 164, 194, 266, 272, 276, 312 <b>Follow directions</b> , 129, 146–147
<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>		
<ul style="list-style-type: none"> <li>Speak with fluency, flexibility, 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); <b>some</b> errors</li> </ul>	<b>Student Book</b>	<b>Grammar Focus</b> 12, 22, 36, 48, 62, 84, 100, 114, 128, 142, 160, 176, 190, 202, 216, 274, 314, 328, 362, 374, 390, 402

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occur, although they <b>rarely</b> impede communication.		<b>Listening/Speaking Workshop</b> , 64-65, 144-145, 218-219, 276-277, 342-343, 404-405
<ul style="list-style-type: none"> <li>Use appropriate rhetorical discourse markers, phrases, and sentences to help the listener follow (e.g., definitions, generalizations, summary).</li> </ul>	<b>Student Book</b>	<b>Summarize ideas</b> , 65, 66, 148, 249, 276, 278, 280, 299, 346, 403, 406
<b>Comprehension of Oral Communications</b>		
<b><u>Standard:</u></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>Compare and contrast central ideas and concepts from multiple general interest conversations and academic presentations on familiar and unfamiliar topics, in a broad variety of contexts, live or recorded, delivered at a normal rate of speech.</li> </ul>	<b>Student Book</b>	<b>Compare and Contrast- Viewing Workshop</b> 65, 145, 219, 277, 343, 405
<ul style="list-style-type: none"> <li>Interpret the “unspoken” attitudinal nuance, emotional tone, and register of oral discourse, and infer speaker’s bias.</li> </ul>	<b>Student Book</b>	<b>Tone</b> , 61, 88, 159;
<ul style="list-style-type: none"> <li>Evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, <i>consultative</i>, <i>casual</i>, and intimate.</li> </ul>	<b>Student Book</b>	<b>Active Listening Checklist</b> 65, 145, 219, 277, 343, 405
<b>EARLY ADVANCED READING</b>		
<b>Vocabulary</b>		
<b><u>Standard:</u></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, natural, and varied vocabulary needed to: <ul style="list-style-type: none"> <li>give and respond to feedback;</li> <li>support or refute an opinion;</li> <li>analyze a point of view;</li> <li>persuade others;</li> </ul> </li> </ul>	<b>Student Book</b>	<b>Build Vocabulary</b> 3, 15, 27, 39, 51, 73, 87, 102, 117, 131, 153, 163, 179, 193, 205, 227, 239, 251, 265, 285, 301, 317, 331, 351, 365, 377, 393 <b>Point of view</b> , 234, 252, 373; <i>te/259</i> , 368, 372 <b>Persuasive others</b> , 141, 175, 361, 401

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<ul style="list-style-type: none"> <li>▪ mediate conflicts; and,</li> <li>▪ comprehend content area vocabulary.</li> </ul>	<b>Student Book</b>	<b>Across Content Areas</b> 13, 25, 37, 49, 63, 85, 101, 115, 129, 143, 161, 177, 191, 203, 217, 237, 249, 263, 275, 299, 315, 329, 341, 363, 375, 391, 403
<ul style="list-style-type: none"> <li>• Comprehend an expanded range of conceptual language, including idioms and colloquial expressions in order to interpret broadcast media productions when delivered at a normal rate.</li> </ul>	<b>Student Book</b>	<b>Viewing Workshop</b> 65, 145, 219, 277, 343, 405
<ul style="list-style-type: none"> <li>• <b>Often</b> determine the meaning of content area vocabulary using an expanded range of Greek and Latin roots and affixes.</li> </ul>	<b>Student Book</b>	<b>Greek roots and affixes</b> , 24, 240, 274 <b>Latin roots and affixes</b> , 239, 328, 340, 390, 402
<ul style="list-style-type: none"> <li>• Determine the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using dictionaries, thesauri, and glossaries.</li> </ul>	<b>Student Book</b>	<b>Using dictionaries</b> , 15, 27, 62, 63, 87, 103, 117, 131, 160, 179, 190, 203, 205, 239, 262, 263, 264, 265, 274, 279, 285, 298, 301, 314, 340, 351, 374, 377;
<b>Comprehending Text</b>		
<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>• Compare and contrast motivations and reactions of characters in texts.</li> </ul>	<b>Student Book</b>	<b>Characters in text</b> , 52, 158, 261; te/55, 58, 171, 389 <b>Conflict</b> , 278–279, 360; <b>Motivation</b> , 215, 327, 329, 378; 307 <b>Traits</b> , 60, 126, 174, 214, 215, 278, 378
<ul style="list-style-type: none"> <li>• Compare and contrast a similar theme or topic across literary genres (e.g., similar theme in a novel and poem).</li> </ul>	<b>Student Book</b>	<b>Compare and contrast -Viewing Workshop</b> 65, 145, 219, 277, 343, 405
<ul style="list-style-type: none"> <li>• Identify the register and style nuances of various examples of text.</li> </ul>	<b>Student Book</b>	<b>Style</b> , 159, 214, 260, 297
<ul style="list-style-type: none"> <li>• Describe the author’s use of point of view (e.g., first vs. third, limited vs. omniscient).</li> </ul>	<b>Student Book</b>	<b>First-person point of view</b> , 234, 252, 332, 373; <b>Third-person point of view</b> , 234, 261;
<b><u>Standard:</u></b> <b><i>The student will analyze text for expression, enjoyment, information, and understanding.</i></b>		

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<ul style="list-style-type: none"> <li>Use inferences to integrate several specific pieces of information across paragraphs or sections of text.</li> </ul>	<b>Student Book</b>	<b>Use Inferences</b> , 4, 6–9, 46, 60, 74, 76–81, 82, 83, 99, 126, 234, 246, 260, 286, 288–295, 312, 326, 360, 378, 380–387, 400;
<ul style="list-style-type: none"> <li>Evaluate the facts and other details that support the author’s argument regarding a particular idea.</li> </ul>	<b>Student Book</b>	<b>Evaluate facts</b> , 23, 104, 106–111
<ul style="list-style-type: none"> <li>Analyze the effectiveness of functional text to achieve its stated purpose(s).</li> </ul>	<b>Student Book</b>	<b>Analyze Functional text</b> , 4, 16, 28, 104, 132, 194, 266, 394;
<ul style="list-style-type: none"> <li>Critique the effectiveness and accuracy of the author’s evidence and organizational structure in expository and persuasive text.</li> </ul>	<b>Student Book</b>	<b>Expository text</b> , 4, 16, 28, 104, 132, 194, 266, 394; <b>Persuasive</b> , 363, 406–407 <b>Analyze deductive &amp; inductive organization</b> , 141
<ul style="list-style-type: none"> <li>Compare and contrast the central ideas and concepts from selected readings on a specific topic and explain how authors use elements to achieve their purposes.</li> </ul>	<b>Student Book</b>	<b>Author’s Purpose</b> , 9, 33, 35, 45, 59, 82, 97, 111, 125, 139, 173, 187, 213, 295, 311, 359, 371, 394, 401
<b>EARLY ADVANCED WRITING</b>		
<b>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 formal communications and essays (persuasive essay, literary analysis narrative, research document) in various genres that are up to 5 pages that are distinguished by: <ul style="list-style-type: none"> <li>easily identifiable main ideas that are well-supported with varied details;</li> <li>coherent organization in which many transitions are present but formulaic;</li> <li>a sense of audience (a voice that adds interest);</li> <li>language and phrasing that is natural and appropriate for the audience and</li> </ul> </li> </ul>	<b>Student Book</b>	<b>Writer’s Workshops</b> 66-67, 146-147, 148, 220-221, 222, 278-279, 280, 344-345, 346, 406-407

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purpose; and, purposeful and varied sentences that add interest and energy		
<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>		
<ul style="list-style-type: none"> <li>Produce independent writing that uses the English conventions outlined in the Advanced Level (and in ELL I-IV) with <b>occasional errors</b> that <b>rarely</b> impede communication.</li> </ul>	<b>Student Book</b>	<b>Grammar Focus</b> 12, 22, 36, 48, 62, 84, 100, 114, 128, 142, 160, 176, 190, 202, 216, 274, 314, 328, 362, 374, 390, 402
<b>Research</b>		
<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>		
<ul style="list-style-type: none"> <li>Select and organize relevant data, identify relationships between facts, and develop a logical argument to support conclusions.</li> </ul>	<b>Student Book</b>	<b>Take notes</b> , 11, 35, 127, 144, 162, 203, 217, 218, 220, 222, 276, 280, 285, 299, 327, 339, 342, 378, 404, 405, 406 <b>Note cards</b> 222 <b>Summarize (conclusion)</b> 65, 66, 148, 249, 276, 278, 280, 299, 346, 403, 406
	<b>Teacher's Resource Book</b>	<b>Organize</b> 58, 59, 60