

ARIZONA ELL V PROFICIENCY STANDARDS
Grades 9-12
To Visions A

EARLY INTERMEDIATE LISTENING/SPEAKING	VISIONS A Components	VISIONS A
Delivery of Oral Communications		
Standard: <i>The student will express orally his or her own thinking and ideas.</i>		
<ul style="list-style-type: none"> Communicate with sustained and connected discourse in most social, practical, and academic settings, including expressing feelings and summarizing, explaining, and extending information. 	Student Book	Listen, Speak, Interact , 11, 23, 39, 51, 65, 89, 103, 115, 129, 141, 159, 173, 187, 203, 219, 239, 249, 263, 277, 295, 309, 323, 241, 359, 375, 387, 401, 308, 322, 340 Prior knowledge , 2, 14, 26, 42, 54, 76, 92, 106, 118, 132, 152, 162, 176, 190, 206, 230, 242, 252, 266, 279, 288, 298, 312, 326, 362, 378, 39 Summarize , 64, 114, 172, 192, 194–201, 203, 238, 276, 326, 328, 330–339, 341, 345, 348;
<ul style="list-style-type: none"> Contribute to classroom and academic discussions by summarizing/reporting on events; expressing opinions, feelings, and reservations; and drawing inferences with some hesitancy because of the need to rephrase and search for words. 	Student Book	Listen, Speak, Interact , 11, 23, 39, 51, 65, 89, 103, 115, 129, 141, 159, 173, 187, 203, 219, 239, 249, 263, 277, 295, 309, 323, 241, 359, 375, 387, 401, 308, 322, 340 Summarize , 64, 144, 172, 203, 276, 328, 331, 334, 338, 341, 401; Reporting , 72, 284, 344 Opinion , 175, 406-407 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, 356–357, 358, 386;
<ul style="list-style-type: none"> Select topics appropriate to discuss in an interview. 	Student Book	Interview topics , 94, 95–101, 103, 144, 148, 283, 387, 389, 408 Interviewing , 94, 72, 103, 144, 148, 284, 387, 389, 408;
<ul style="list-style-type: none"> Deliver an impromptu speech on a particular subject that is organized and tailored to the audience, using accurate but somewhat limited vocabulary. 	Student Book	Listen, Speak, Interact , 11, 23, 39, 51, 65, 89, 103, 115, 129, 141, 159, 173, 187, 203, 219, 239, 249, 263, 277, 295, 309, 323, 241, 359, 375, 387, 401, 308, 322, 340

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<ul style="list-style-type: none"> • Give clear, detailed multi-step instructions to carry out a familiar process. 	Student Book	Multi-step instructions , 51, 154, 161
Standard English Conventions		
Standard: <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i>		
<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 	Student Book	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 Listening Speaking Workshops : 68-69, 144-145, 222-223, 280-281, 344-345, 404-405
Comprehension of Oral Communications		
Standard: <i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i>		
<ul style="list-style-type: none"> • Identify the emotional tone and register of oral discourse. 	Student Book	Tone , 39, 64, 173, 265, 344, 375;
	Teacher's Edition	Tone , 166, 167, 172, 270
<ul style="list-style-type: none"> • Identify the component parts of a presentation (e.g., introduction, topic development, topic shift, and conclusion). 	Student Book	Listening Speaking Workshops : 68-69, 144-145, 222-223, 280-281, 344-345, 404-405
READING		
Vocabulary		
Standard: <i>The student will acquire English language vocabulary and use it in relevant contexts.</i>		
<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; 	Student Book	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 Predict , 232, 233–237, 400 Summarize , 64, 114, 172, 192, 194–201, 203,

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<ul style="list-style-type: none"> ▪ summarize event; ▪ report to and inform others about events; ▪ draw inferences; and, ▪ comprehend content area vocabulary. 		238, 276, 326, 328, 330–339, 341, 345, 348; 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, 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
<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 	Student Book	Figurative language (idioms) , 295, 297, 377
	Workbook	Legend of Sleep Hollow – idioms, colloquial expressions 5, 9
<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>). 	Student Book	Greek roots , 90, 220, 276, 324; Latin roots , 221, 310
<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. 	Student Book	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
Comprehending Text		
<u>Standard:</u> <i>The student will analyze text for expression, enjoyment, information, and understanding.</i>		
<ul style="list-style-type: none"> • Describe what a character is like by what he/she does or says. 	Student Book	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
<ul style="list-style-type: none"> • Describe the author’s use of literary elements, including theme, point of view, setting, plot, and characterization. 	Student Book	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;

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		Plot , 16, 56, 67, 108, 120, 202, 308, 354, 364; Characterization , 65, 67
• Draw conclusions about the style, mood, and meaning of literary text.	Student Book	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;
• Recognize the difference between first and third person.	Student Book	First person point of view , 13, 44, 53, 205, 221, 249, 254, 268, 290, 297, 364; Third-person point of view , 143, 249, 251
<i>Standard:</i> <i>The student will analyze text for expression, enjoyment, information, and understanding.</i>		
• Grasp the meaning of text and paraphrase or summarize key points in various texts.	Student Book	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;
• Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives.	Student Book	Persuasive techniques , 173, 375, 404–405
• Complete a multi-step, unfamiliar process or procedural task.	Student Book	Multi-step process 51, 154, 161
	Teacher's Resource Book	Step by Step (procedural) Instructions , 55
• Distinguish fact from opinion in editorials, news items, and critiques.	Student Book	Letter to the editor , 406–407 Distinguish fact from opinion , 51, 94, 96–101, 309, 358, 359
• Identify organization of text and relationship links between paragraphs.	Student Book	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,

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WRITING		
Writing Applications		
Standard: <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 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; ▪ 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). 	Student Book	Writer's Workshop 70-71, 146-147, 224-125, 282-283, 346-347, 406-407
Standard English Conventions		
Standard: <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i>		
<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. 	Student Book	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 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,
Research		
Standard: <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"> • Research information on academic topics and record relevant information from print and multimedia sources, summarizing the main points provided in source material. 	Student Book	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

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