

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

INTERMEDIATE LISTENING/SPEAKING	VISIONS COMPONENT	VISIONS 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, expressing feelings, and summarizing/reporting on events, using <b>purposeful and somewhat varied</b> vocabulary.</li> </ul>	<b>Student Book</b>	<b>Listen, Speak, Interact</b> , 11, 25, 37, 50, 69, 89, 99, 115, 129, 143, 163, 175, 187, 199, 213, 235, 249, 261 <b>Prior knowledge</b> , 2, 14, 28, 40, 54, 80, 92, 102, 118, 132, 154, 166, 178, 190, 202,, 275, 299, 313, 325, 339, 359, 377, 389, 403
<ul style="list-style-type: none"> <li>Contribute to classroom and academic discussions by making predictions, summarizing/reporting on situations, and drawing inferences with <b>some hesitancy</b> because of the need to rephrase and search for words.</li> </ul>	<b>Student Book</b>	<b>Listen, Speak, Interact</b> , 11, 25, 37, 50, 69, 89, 99, 115, 129, 143, 163, 175, 187, 199, 213, 235, 249, 261 <b>Inferences</b> , 4–9,10,68,82,84–87, 88, 114, 128, 174,186,198,212,234,260,312,330,332–337,338,359,388,401;
<ul style="list-style-type: none"> <li>Respond to questions to clarify and confirm accuracy of information.</li> </ul>	<b>Student Book</b>	<b>Clarification and support</b> , 278 <b>with elaborations</b> , 73, 99, 147, 343 <b>with evidence</b> , 72,389,406 <b>with examples</b> , 406 <b>Seek clarification</b> , 73,99,147,278,343
<ul style="list-style-type: none"> <li>Express sympathy, empathy, and gratitude in socially and culturally appropriate ways through verbal and nonverbal means.</li> </ul>	<b>Student Book</b>	<b>Express emotions in socially and culturally appropriate ways</b> , 115, 117
<ul style="list-style-type: none"> <li>Prepare and deliver oral reports using a logical organization and explicit connectors (e.g., <i>first, next, finally</i>) when making presentations in a content area with purposeful and somewhat varied vocabulary.</li> </ul>	<b>Student Book</b>	<b>Listening/Speaking workshops</b> 72-73, 146-147, 216-217, 277-278, 299, 343, 389, 407 <b>Oral reports</b> , 72,146–147,278–279
<ul style="list-style-type: none"> <li>Briefly interview another student about his or her experiences, interests, and preferences, and take appropriate notes.</li> </ul>	<b>Student Book</b>	<b>Interview</b> , 89,129,146,175,278,403
<b>Standard English Conventions</b>		



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		91, 101, 117, 131, 145, 165, 177, 189, 101, 215, 237, 251, 263,
<ul style="list-style-type: none"> <li>• <b>Sometimes</b> apply knowledge of common Greek and Latin roots and affixes (e.g., <i>anti</i>, <i>bene</i>, <i>auto populous</i>) to understand content area vocabulary.</li> </ul>	<b>Student Book</b>	<b>Greek roots</b> , 90,276,326; <b>Latin roots</b> , 52,236,276; <b>Affixes</b> ,12,100,130,144,188,262,300,314,326,340,378;
<ul style="list-style-type: none"> <li>• <b>Sometimes</b> distinguish between the denotative and connotative meanings of words.</li> </ul>	<b>Student Book</b>	<b>Denotative and Connotative meaning</b> , 55, 381, 390
<ul style="list-style-type: none"> <li>• <b>Sometimes</b> determine the meaning of figurative language, including similes, metaphors, personification, and idioms.</li> </ul>	<b>Student Book</b>	<b>Figurative language</b> , 25, 200, 234, 390; <b>Metaphors</b> , 143 <b>Personification</b> , 37,39
<ul style="list-style-type: none"> <li>• Determine the meanings, pronunciations, syllabication, synonyms, and antonyms of words by using a dictionary.</li> </ul>	<b>Student Book</b>	<b>Dictionary</b> , 53, 55, 81, 90, 130, 155, 203, 236, 253, 340, 390, 393, 404 <b>Pronunciation</b> , 90,163 <b>Syllabication</b> 214 <b>Synonyms</b> , 3,13,93,167,303,360
<ul style="list-style-type: none"> <li>• Distinguish and interpret some grade-level words with multiple meanings using word, sentence, and paragraph clues such as definition, example, restatement, or contrast to determine meaning.</li> </ul>	<b>Student Book</b>	<b>Multiple-meaning words</b> , 41
<b>Comprehending Text</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>• Identify the theme (e.g., moral, lesson, meaning, message, view or comment on life) and point of view of a literary selection.</li> </ul>	<b>Student Book</b>	<b>Identify the theme</b> , 54 <b>Point of view</b> , 42, 129, 249, 299, 304, 394 <b>Moral, lesson of a story</b> , 4
<ul style="list-style-type: none"> <li>• Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations).</li> </ul>	<b>Student Book</b>	<b>Dialogue to understand character traits</b> , 254,256–259,261,288; <b>Analyze characters</b> , 10, 24, 36, 50, 51, 68, 69, 98, 114, 142, 198, 254, 339, 359;
<ul style="list-style-type: none"> <li>• Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, rhythm, line breaks).</li> </ul>	<b>Student Book</b>	<b>Structural elements of poetry</b> , 4,156; <b>Rhyme</b> , 4,11,156,163,165 <b>Stanza</b> , 4,156 <b>Free verse</b> , 140

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<b><i>The student will analyze text for expression, enjoyment, information, and understanding.</i></b>		
• Summarize main ideas in text.	<b>Student Book</b>	<b>Summarize</b> , 68, 94, 96–97, 142, 245, 324; <b>Main ideas in text</b> , 56, 58–67, 68, 168, 170–173, 266, 268–273, 274
• Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	<b>Student Book</b>	<b>Sequence of events</b> , 37, 99, 104, 105 113,134,136–139, 174, 175, 212, 274, 324, 376; <b>Steps in process</b> , 88,274
• Identify organization of text, topic sentences, and logical links between paragraphs.	<b>Student Book</b>	<b>Thesis statement or topic sentence</b> , 408-409 <b>Logical links between paragraphs</b> , 74, 175, 177, 218-219, 280, 409
<b>INTERMEDIATE 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>		
• Use the writing process to create essays in various genres (expository, informational, narrative) up to 1 page that are distinguished by: <ul style="list-style-type: none"> <li>▪ identifiable main ideas that contain general supporting details;</li> <li>▪ simple organization with some relationship among ideas present and lapses in sequencing and use of transitions;</li> <li>▪ a voice that shows a developing awareness of audience (limited commitment to the topic)</li> <li>▪ ordinary, generic word choices (some misuse of word choice); and, repetitive sentence patterns (occasional attempts at more complex structures).</li> </ul>	<b>Student Book</b>	<b>Writer’s Workshop</b> 74-75,148-149, 218-219, 280-281, 344-345,408-409
<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>		
• Produce independent writing that uses the English conventions outlined in the Advanced Level (ELL I-III) with <b>some</b> errors that <b>occasionally</b> impede communication	<b>Student Book</b>	<b>From Reading to Writing</b> 13, 27, 39, 52, 71, 91, 117, 131, 145, 165, 177, 189, 101, 215, 237, 251, 263, 277, 301, 315, 327, 341, 361, 379, 391, 405,
<b>Research</b>		
<b><u>Standard:</u></b>		

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<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>Research information on academic topics using a broader range of reference materials (e.g., informational trade books, multimedia sources) and record relevant information from multiple sources in own words, using independent learning strategies (e.g., graphic organizers).</li> </ul>	<b>Student Book</b>	<b>Internet</b> , 76, 148 150, 191, 216, 220, 279, 282 ,346, <b>media</b> , 73, 76, 147, 150, 217, 220, 279, 282, 343, 346, 407, 410 <b>Graphic features</b> , 72,145,408,410; <b>Projects</b> 76, 150, 220, 282, 346, 410
	<b>Teacher's Resource Book</b>	<b>Graphic Organizer in Research:</b> <b>Note-taking</b> 58 <b>Outline</b> 59 <b>Research Report</b> 60