

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

INTERMEDIATE LISTENING/SPEAKING	VISIONS B Components	VISIONS B
Delivery of Oral Communications		
<u>Standard:</u> <i>The student will express orally his or her own thinking and ideas.</i>		
<ul style="list-style-type: none"> Communicate with adequate fluency and intelligibility in most social, practical, and academic settings, including obtaining, exchanging, and presenting feelings, observations, information, feedback, ideas, and opinions. 	Student Book	Listen, Speak, Interact , 11, 25, 37, 50, 69, 89, 99, 115, 129, 143, 163, 175, 187, 199, 213, 235, 249, 261, 275, 299, 313, 325, 339, 359, 377, 389, 403 Prior knowledge , 2, 14, 28, 40, 54, 80, 92, 102, 118, 132, 154, 166, 178, 190, 202, 224, 238, 252, 264, 286, 302, 316, 328, 350, 362, 380, 392; TE/5, 17, 31, 43, 57, 78, 83, 95, 105, 121, 135, 152, 157, 169, 181, 193, 205, 222, 223, 225, 227, 241, 255, 267, 284, 285, 289, 305, 309, 319, 331, 349, 351, 352, 353, 363, 365, 383, 391, 393, 395, 403,
<ul style="list-style-type: none"> Contribute to classroom and academic discussions by asking/answering questions, giving/ responding to feedback, supporting/refuting opinions, and analyzing points of view with some hesitancy because of the need to rephrase and search for words. 	Student Book	Listen, Speak, Interact , 11, 25, 37, 50, 69, 89, 99, 115, 129, 143, 163, 175, 187, 199, 213, 235, 249, 261, 275, 299, 313, 325, 339, 359, 377, 389, 403
<ul style="list-style-type: none"> Recognize and apply the style of speech used in an interview and in formal and informal meetings. 	Student Book	Interviewing , 89, 129, 146-147, 175, 278, 403
<ul style="list-style-type: none"> Deliver an impromptu speech on a particular subject that is organized and tailored to the audience, using purposeful and somewhat varied vocabulary. 	Student Book	Listen, Speak, Interact , 11, 25, 37, 50, 69, 89, 99, 115, 129, 143, 163, 175, 187, 199, 213, 235, 249, 261, 275, 299, 313, 325, 339, 359, 377, 389, 403
<ul style="list-style-type: none"> Give clear, detailed multi-step instructions to carry out a familiar process. 	Student Book	Multi-step instructions , 341, 330

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

Standard English Conventions		
<u>Standard:</u> <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 adequate 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, habitual errors sometimes impede communication. 	Student Book	Grammar Focus , 12, 26, 38, 51, 70, 90, 116, 130, 144, 164, 176, 188, 100, 214, 236, 250, 314, 326, 340, 360, 378, 390, 404, Listening/Speaking workshops 72-73, 146-147, 216-217, 277-278, 299, 343, 389, 407
Comprehension of Oral Communications		
<u>Standard:</u> <i>The student will listen actively to the ideas of others in order to acquire new knowledge.</i>		
<ul style="list-style-type: none"> • Draw valid conclusions about a range of general interest conversations and academic presentations on familiar and unfamiliar topics, live or recorded, delivered at a normal rate of speech. 	Student Book	Draw conclusions , 50, 68, 98, 114, 120, 122–127, 128, 142, 204, 206–211, 274, 298, 312, 376, 382, 384–387, 388, 402;
<ul style="list-style-type: none"> • Interpret some of “unspoken” attitudinal nuance, emotional tone, and register of oral discourse. 	Student Book	Interpret tone , 187, 189, 199, 201, 248;
<ul style="list-style-type: none"> • Identify <i>rhetorical signals</i> of chronological order, comparison and contrast, and cause and effect in formal and informal presentations. 	Student Book	Chronological order , 361,394,408,409 Compare and contrast , 73,147,217,345,407 Cause and effect , 16, 18–23, 24, 36, 82, 88, 174, 186, 212, 248, 260, 324, 338, 358, 402;
INTERMEDIATE READING		
Vocabulary		
<u>Standard:</u> <i>The student will acquire English language vocabulary and use it in relevant contexts.</i>		

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

<ul style="list-style-type: none"> • Acquire and use accurate, purposeful, and somewhat varied vocabulary needed to: <ul style="list-style-type: none"> ▪ give and respond to feedback; ▪ support or refute an opinion; ▪ analyze a point of view; ▪ persuade others; ▪ mediate conflicts; and, ▪ comprehend content area vocabulary. 	Student Book	Build Vocabulary , 3, 15, 41, 55, 81, 93, 103, 119, 133, 156, 179, 191, 203, 225, 239, 253, 265, 287, 303, 317, 329
<ul style="list-style-type: none"> • Comprehend an expanded range of conceptual language, including idioms and colloquial expressions in order to interpret a range of conversations, presentations, and discussions delivered at a normal rate. 	Student Book	Idioms , 25, 200, 234, 390 Colloquial language , 15
<ul style="list-style-type: none"> • Sometimes determine the meaning of content area vocabulary using an expanded range of Greek and Latin roots and affixes (e.g., <i>bios</i>, <i>vita</i>, <i>hydro</i>, <i>psyche</i>, <i>geos</i>, <i>circum</i>). 	Student Book	Greek , 90, 276, 326; Latin , 52, 236, 276;
<ul style="list-style-type: none"> • Determine the meanings, pronunciation, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using dictionaries and glossaries. 	Student Book	Using Dictionaries , 130, 262, 317, 325, 326, 340, 390, 393, 404
Comprehending Text		
<i>The student will analyze text for expression, enjoyment, and response to other related content areas.</i>		
<ul style="list-style-type: none"> • Describe the motivations of characters and how a character's traits influence a character's actions. 	Student Book	Characterization , 339 Motivation , 69 Traits , 261
<ul style="list-style-type: none"> • Compare and contrast a similar theme or topic across literary texts within a literary genre (e.g., compare themes in short stories). 	Student Book	Themes , 54 Compare themes in short stories 77, 151, 221, 283, 347, 411
<ul style="list-style-type: none"> • Explain the point of view of the author and the mood or attitude of the text 	Student Book	Author's Perspective , 97, 139, 141

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

based on the author's word choice.		Mood , 199, 377; Te/211 , 384 Mood in writing , 201, 379 Word choice , 93
<ul style="list-style-type: none"> Contrast points of view in literary text. 	Student Book	Contrast points of view 73, 147, 217, 279, 343 407
<i>The student will analyze text for expression, enjoyment, information, and understanding.</i>		
<ul style="list-style-type: none"> Draw conclusions and express his or her own opinion about ideas in text, including evaluating the ideas in text. 	Student Book	Draw conclusions , 50, 68, 98, 114, 120, 122–127, 128, 142, 204, 206–211, 274, 298, 312, 376, 382, 384–387, 388, 402;
<ul style="list-style-type: none"> Identify the facts and other details that support the author's argument regarding a particular idea. 	Student Book	Fact and opinion , 192, 388, 394, 396–401, 402
<ul style="list-style-type: none"> Comprehend and follow formal instructions for a familiar process or procedure that requires integration or synthesis of several pieces of information. 	Student Book	Steps in process , 88, 274
<ul style="list-style-type: none"> Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection. 	Student Book	Text evidence , 142,330,332–337,382,384–387;
<ul style="list-style-type: none"> Compare and contrast the organizational structures of various expository text (cause and effect, logical order, problem-solution) 	Student Book	Text Structure 4, 16, 30, 42, 56, 82, 94, 104, 120, 134, 146, 168, 180, 192, 204, 226, 240, 254, 266, 288, 304, 318, 330, 352, 364, 382, 394.
INTERMEDIATE WRITING		
Writing Applications		
<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 formal communications and essays in various genres (persuasive essay, literary analysis narrative, research 	Student Book	Writer's Workshop 74-75,148-149, 218-219, 280-281, 344-345,408-409

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

<p>document) up to 2 pages that are distinguished by:</p> <ul style="list-style-type: none"> ▪ identifiable main ideas that define the topic with some details; ▪ logical organization with limited use of effective transitions; ▪ a voice with a developing awareness of audience that is pleasant, but may be inconsistent; ▪ word choices that enhance meaning but may be repetitive or inappropriate to audience and purpose; and, some variety in sentence structures although more complex sentences may be awkward. 		
<p><u>Standard:</u> <i>The student will identify, describe, and apply conventions of standard English in his or her communications.</i></p>		
<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 some errors that occasionally impede communication. 	<p>Student Book</p>	<p>Grammar Focus, 12, 26, 38, 51, 70, 90, 116, 130, 144, 164, 176, 188, 100, 214, 236, 250, 314, 326, 340, 360, 378, 390, 404 Writer’s Workshop 74-75,148-149, 218-219, 280-281, 344-345,408-409</p>
<p>Research</p>		
<p><u>Standard:</u> <i>The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.</i></p>		
<ul style="list-style-type: none"> • Select relevant data and synthesize information and ideas from multiple sources into a coherent whole. 	<p>Student Book</p>	<p>Internet, 76, 148, 150, 191, 216, 220, 279, 282, 346, 408, 410; Library, 224,225,237; On-line searches, 76,148,150,177,341 Encyclopedia, 13, 191, 279 Magazines, 191; Newspapers, 191;</p>