

**English Language Proficiency Standards 9-12 Level 3 Developing  
to  
Visions B**

Grade Cluster 9-12 Level 3 Developing	Visions Component	Visions B
<b>Standard 1</b> English language Learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting		
<b>Listening</b> – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> <li>respond (non-verbally) to explicit language pertaining to classroom instructions</li> </ul>	<b>Student Book</b>	Non-verbal responses, 69, 117, 145, 165, 217, 343
	<b>Teacher’s Edition</b>	Multi-Level Options respond (non-verbally) 2, 24, 40, 10,
<b>Speaking-</b> engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> <li>express personal preferences or points of view</li> </ul>	<b>Student Book</b>	Express preferences or points of view, 69, 342, 388, 402, 406-407
<b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> <li>match types of books or web resources with information needed for assignments</li> </ul>	<b>Student Book</b>	<b>Dictionary</b> , 3, 130, 133, 155, 163, 203, 236, 253, 262, 300, 317, 325, 326, 340, 390, 393, 404, 409 <b>Encyclopedia</b> , 13, 191, 279 <b>Newspaper</b> , 91 <b>Magazines</b> , 91 <b>Internet</b> , 76, 148, 150, 191, 216, 220, 279, 282, 346, 408, 410;
<b>Writing</b> – engage in written communication in a variety of forms for a variety of purposes and		

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audiences		
<ul style="list-style-type: none"> <li>create announcements, invitations, or form paragraphs stating who, what, when, and why</li> </ul>	<b>Student Book</b>	<b>Form paragraphs stating wh questions</b> 76, 218, <b>Poster</b> , 282, <b>form paragraphs into summary</b> , 342
<b>Standard 2</b> <b>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.</b>		
<b>Listening</b> – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> <li>compare and contrast sources of information based on oral discourse</li> </ul>	<b>Student Book</b>	<b>Compare and contrast</b> , 1, 50, 69, 76, 88, 128, 212, 226, 228–232, 234, 304, 402; <b>Viewing Workshop, Compare and contrast</b> 73, 147, 217, 279, 343, 407,
	<b>Teacher’s Edition</b>	<b>Compare and contrast</b> , 23, 35, 49, 113, 127, 140, 173, 185, 197, 211, 247, 259, 273, 297, 305, 311, 337, 357, 375, 387, 401
<b>Speaking</b> - engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> <li>provide facts and opinions to articulate arguments related to editorials, or reviews read orally (such as books or movies))</li> </ul>	<b>Student Book</b>	<b>Fact and opinion</b> , 192, 388, 394, 396–401, 402
<b>Reading</b> - process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> <li>identify ideas and supporting details related to</li> </ul>	<b>Student Book</b>	<b>Main idea and details</b> , 10, 36, 56, 58–67, 68, 136,

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author's purpose		137, 168, 170–173, 266, 268–273, 274, 338, 358, 376, 388, 402;
<ul style="list-style-type: none"> <li>summarize information in graphics and texts</li> </ul>	<b>Student Book</b>	<b>Summarize</b> , 68, 94, 96–97, 142, 245, 324
	<b>Teacher's Edition</b>	<b>Summarize</b> 129, 170, 172, 229, 231, 233, 243, 246, 273, 291, 293, 295, 307, 310, 323, 357, 370, 374, 384, 399, 400
<b>Writing</b> – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> <li>produce editorial comments on current events or issues</li> </ul>	<b>Student Book</b>	<b>Editorial</b> , 344, 335
<ul style="list-style-type: none"> <li>take notes or produce outlines from written texts</li> </ul>	<b>Student Book</b>	<b>Take notes</b> , 235, 408 <b>Outline</b> , 318, 320–323
<b>Standard 3</b> <b>English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.</b>		
<b>Listening</b> – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> <li>select problem-solving methods and tools to address everyday experiences described orally</li> </ul>	<b>Teacher's Edition</b>	<b>Mathematical methods</b> 25, 41, 83, 119, 133, 167, 265, 275, 317, 407
<b>Speaking</b> - engage in oral communication in a variety of situations for a variety of purposes and audiences.		

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<ul style="list-style-type: none"> <li>give examples of derived attributes along with their units of measurement presented orally from <b>math</b> text</li> </ul>	<b>Student Book</b>	<b>Units of measurement examples, 363</b> <b>Metric system 201</b> <b>Celsius and Fahrenheit 177</b> <b>Speed of light, 379</b>
	<b>Teacher's Edition</b>	<b>Calculate volcano measurement in miles/meters 239,</b> <b>Calculate time/distance of space probe, 267,</b> <b>Calculate distance between 2 locations on map, 279</b> <b>Calculate distance/time 299,</b>
<ul style="list-style-type: none"> <li>give examples of <b>math</b>-related, real life situations (such as use of tips, discounts, or earn run averages)</li> </ul>	<b>Student Book</b>	<b>Math – Rank Order of population 145,</b>
	<b>Teacher's Edition</b>	<b>Create bar graph from data from real- life situations, 343, 393 , 407</b>
<b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> <li>classify <b>mathematical</b> functions and relationships</li> </ul>	<b>Teacher's Edition</b>	<b>mathematical</b> functions/ relationships <b>miles/meters 239,</b> <b>time/distance 267</b> <b>distance/time 299</b>
<b>Writing</b> – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> <li>describe uses of <b>math</b> equations or formulas (e.g., “Give examples of when you would use</li> </ul>	<b>Teacher's Edition</b>	<b>Uses of math equations, 363</b> <b>volcano measurement in miles/meters 239,</b>

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the following...”)		Calculate time/distance of space probe, 267, Calculate distance between 2 locations on map, 279 Calculate distance/time 299
<ul style="list-style-type: none"> <li>outline steps for producing tables, charts, or graphs from authentic data sources (such as newspapers, magazines, or the Internet)</li> </ul>	<b>Student Book</b>	<b>Steps to produce charts/graphs: Rank Order of population 145</b>
	<b>Teacher’s Edition</b>	<b>Steps to produce charts/graphs: Create bar graph from data, 343, 393 Create bar graph from data using %, 407</b>
<b>Standard 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of SCIENCE</b>		
<b>Listening</b> – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> <li>match the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as homeostasis/dormancy or atomic/nuclear structures)</li> </ul>	<b>Student Book and Audio CC</b>	<b>Chemical function: Photosynthesis, 82-87, 89 Physical function: How Sound Waves Travel, 319-323</b>
	<b>Student CD ROM</b>	<b>Unit 2 Chapter 1 Identify Processes</b>
	<b>Teacher’s Edition</b>	<b>Describe changes to water/air/sky when ocean goes from calm to stormy, 95</b>
<b>Speaking-</b> engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> <li>describe how systems, chains, or cycles operate from diagrams or graphic organizers (such as</li> </ul>	<b>Student Book</b>	<b>Describe cycle from diagram: Photosynthesis, 82-87, 89 Describe systems from diagram: How Sound</b>

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solar system or water cycle)		<b>Waves Travel</b> , 317, 318-323
<b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> <li>extract information on the use of data presented in text and tables</li> </ul>	<b>Student Book</b>	<b>Information from tables in textbook, Water cycle 91, Respiratory System, 165,</b>
	<b>Activity Book</b>	<b>Extract data information from tables, 80, 152</b>
<b>Writing</b> – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> <li>provide information learned from <b>scientific</b> experiments in a lab report, including pre-experiment predictions</li> </ul>	<b>Activity Book</b>	<b>Science project with audio visual resources, 48 Provide information and predictions, 43</b>
<b>Standard 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of SOCIAL STUDIES</b>		
<b>Listening</b> – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> <li>find examples of regions or countries that have similar economic, political or historical significance to U.S. or world history from oral scenarios and maps</li> </ul>	<b>Student Book</b>	<b>U.S. and world history maps, 28, 29, 41, 81, 93, 103, 119, 133, 167, 170, 179, 191, 203, 215, 239, 269, 279, 287, 290, 301, 351, 354, 410;</b>
	<b>Activity Book</b>	<b>Political significance to U.S from maps 215</b>
<b>Speaking-</b> engage in oral communication in a variety of situations for a variety of purposes and audiences.		

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<ul style="list-style-type: none"> <li>give examples or descriptions of major historical, cultural, or economic themes (depicted in illustrations or political cartoons)</li> </ul>	<p><b>Student Book</b></p>	<p><b><u>Historical</u> themes in illustrations:</b>  <b>Jamestown colony, 93</b>  <b>Project- research colonial life in U.S., 151</b>  <b>North Pole expedition, 172</b>  <b>Vietnam War &amp; map , 203</b>  <b>Louis Pasteur illustration, 223</b>  <b>Space Scientist program, 267, 268, 270, 271, 272</b>  <b>View historical atlas, 279</b>  <b>Louis &amp; Clark expedition, 354, 355, 356, 357</b></p> <p><b><u>Political</u> themes in illustrations:</b>  <b>State flags, 117</b>  <b>World War II political map, 179</b>  <b>Louisiana Purchase map, 351</b>  <b>Martin Luther King, Jr. and Civil Rights, 383, 384, 385, 387</b>  <b>President Lyndon Johnson &amp; Civil Rights Act, 396, 397. 398, 399, 401</b>  <b>John Kennedy, 400</b>  <b>Significant Newspaper headlines , 405</b></p> <p><b><u>Cultural</u> theme in illustration:</b>  <b>Native American population in rank order,145</b>  <b>Compare/contrast two cultures using media, 147</b>  <b>Describe social groups from chart, 189</b></p>
<p><b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency</p>		

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<ul style="list-style-type: none"> <li>match features of significant periods in world history with written descriptions</li> </ul>	<b>Student Book</b>	<b>Match significant periods in history with written descriptions:</b> <u><i>Historical</i></u> themes in illustrations: <b>Jamestown colony, 93</b> <b>Project- research colonial life in U.S., 151</b> <b>North Pole expedition, 172</b> <b>Vietnam War &amp; map , 203</b> <b>Louis Pasteur illustration, 223</b> <b>Space Scientist program, 267, 268, 270, 271, 272</b> <b>View historical atlas, 279</b> <b>Louis &amp; Clark expedition, 354, 355, 356, 357</b>  <u><i>Political</i></u> themes in illustrations: <b>State flags, 117</b> <b>World War II political map, 179</b> <b>Louisiana Purchase map, 351</b> <b>Martin Luther King, Jr. and Civil Rights, 383, 384, 385, 387</b> <b>President Lyndon Johnson &amp; Civil Rights Act, 396, 397. 398, 399, 401</b> <b>John Kennedy, 400</b> <b>Significant Newspaper headlines , 405</b>
<b>Writing</b> – engage in written communication in a variety of forms for a variety of purposes and audiences	<b>Activity Book</b>	<b>Match significant periods in history, 208</b>
<ul style="list-style-type: none"> <li>describe the contributions of significant individuals in history, politics, economics, or society</li> </ul>	<b>Student Book</b>	<b>Martin Luther King, Jr. and Civil Rights, 383, 384, 385, 387</b> <b>Space Scientist program, 267, 268, 270, 271, 272</b>

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		<b>Louis &amp; Clark expedition, 354, 355, 356, 357</b>
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