

**ALASKA**  
**ELP STANDARDS**  
**Early Intermediate Grades 9-12**  
**Correlation to**  
**VISIONS A**

**Alaska ELP Early Intermediate Standards 9-12  
Correlation to Visions A**

Early Intermediate English Language Proficiency Standards	Component	Visions A
<b>Domain: LISTENING – GRADES 9-12</b>		
<b>Goal A: Students communicate in English for social purposes.</b>		
<b>Standard L.A.: Students demonstrate listening comprehension and participate effectively in a variety of social settings</b>		
Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.1, C.2, C.3, C.4, C.5, D.1, D.2,		
Alaska Mathematics Content Standards: B.6, B.4, C.4, D.4. E.1		
<b>LA. 2a</b> Demonstrates ability to auditorily differentiate among sounds, words and sentences.	<b>Student Book</b>	Distinguish sounds, 15, 159, 161, 322, 342, 379
<b>LA. 2b</b> Actively participates in social conversations with peers on familiar topics primarily through nonverbal responses (e.g., nodding head, turning toward the speaker).	<b>Student Book</b>	Discussions, 2, 42, 89, 106, 128, 129, 140, 145, 152, 162, 176, 187, 219, 230, 239, 249, 266, 277, 298, 309, 312, 362, 401 Persuasive conversation, 173
<b>LA. 2c</b> Responds with one-word or short phrase (e.g., “No,” “Yes, thank you”) to requests and questions in one-to-one and small group situations when modeling and visual support are provided.	<b>Teacher’s Edition</b>	“Yes/No” questions and responses in multi-level options- newcomer 30, 32, 34, 36, 46, 48, 60, 62, 82, 84, 86, 96, 126
<b>Domain: LISTENING – GRADES 9-12</b>		
<b>Goal B: Students use English to achieve academically in all content areas.</b>		
<b>Standard L.B.: Students demonstrate listening comprehension in a variety of academic settings.</b>		
Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.1, C.2, C.3, C.4, C.5, D.1, D.2, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: A.4, A.6. B.3, C.1, C.2, C.4, D.3, E.1		
<b>LB. 2a</b> Restates in simple sentences the main idea of content-based oral presentations or orally-presented literature.	<b>Student Book with Audio CD</b>	Main idea and details, 108, 109–113, 114, 128, 208, 210–217, 218, 328, 340, 343, 364, 366–373, 387, 400

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<b>Early Intermediate English Language Proficiency Standards</b>	<b>Component</b>	<b>Visions A</b>
<b>LB. 2b</b> Responds with words or short phrases to questions about linguistically and academically appropriate oral/aural materials (e.g., a science lab demonstration).	<b>Student Book</b>	<b>Listen, speak, interact</b> , 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
<b>LB. 2c</b> Demonstrates comprehension of oral instructions by asking simple questions or by a brief restatement of the message.	<b>Student Book</b>	<b>Asking simple questions</b> , 94, 95–101, 103, 144, 148, 283, 387, 389, 408
<p><b>Domain: LISTENING – GRADES 9-12</b>  <b>Goal C: Students use English in socially and culturally appropriate ways.</b>  <b>Standard L.C.: Students demonstrate comprehension of both verbal and nonverbal communications used in various social and cultural settings.</b></p>		
Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.1, C.2, C.3, C.4, C.5, D.1, D.2, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: A.6, B.8, C.1, C.2, C.4, D.1, D.4, E.1, E.2		
<b>LC. 2a</b> Demonstrates understanding of verbal communication elements, such as word choice, pitch, feeling, tone and voice.	<b>Student Book</b>	<b>Word choice</b> , 148, 189, 263, 290 <b>Effective pitch</b> , 39, 65 <b>Effective rate</b> , 39, 65, 68, 69, 91, 223, 281, 344 <b>Effective tone</b> , 39, 65, 173, 265, 344, 375; <b>Effective volume</b> , 39, 65, 68, 69, 223, 281, 344, 404
<b>LC. 2b</b> Independently responds appropriately to both the verbal and the nonverbal content of more complex but common instructions and	<b>Student Book</b>	<b>Verbal message</b> , 129, 186, 273, 281, 322, 405 <b>Nonverbal message</b> , 23, 89, 129;

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simple repetitive phrases (e.g., “You may read quietly if you have finished your work.”)	<b>Teacher’s Edition</b>	<b>Nonverbal message</b> , 44, 58, 68, 113
<b>LC. 2c</b> Orally identifies the main point of simple conversations, using phrases or simple sentences.	<b>Student Book</b>	<b>Identifies main point in conversations</b> , 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
<b>LC. 2d</b> Retells familiar stories and participates in short topical conversations with peers.	<b>Student Book</b>	<b>Participates in topical conversations with peers</b> , 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
<b>Domain: SPEAKING – GRADES 9-12</b> <b>Goal A: Students communicate appropriately in English for social purposes.</b> <b>Standard S.A.: Students speak appropriately in English for personal expression in social interactions.</b>		
Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.1, C.2, C.3, C.4, C.5, D.1, D.2, D.3, D.4		
Alaska Mathematics Content Standards: C.1, D.3, E.		
<b>SA. 2a</b> Initiates informal conversations with peers to share personal experiences, stories or information.	<b>Student Book</b>	<b>Share personal experiences or information</b> , 2, 14, 26, 42, 54, 76, 92, 102, 106, 118, 132, 152, 162, 176, 190, 206, 230, 242, 252, 266, 288, 298, 312, 326, 352, 362, 378, 390
<b>SA. 2b</b> Uses key words and phrases to retell simple stories and relate personal experiences.	<b>Student Book</b>	<b>Use key words to relate experiences/stories</b> , 68-69, 144-145, 222-223, 280-281, 344-345, 404-405
<b>SA. 2c</b> Responds using modeled constructs to questions about stories or information (e.g., “Is it your turn to go to the computer lab?” “Yes, it’s my turn.”).	<b>Student Book</b>	<b>Modeled constructs</b> , 12, 24, 40, 52, 66 , 90, 104, 116, 130, 161, 174, 188, 204, 220, 240, 250, 278, 310, 324, 312, 360 , 376,

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<b>Domain: SPEAKING – GRADES 9-12</b>		
<b>Goal B: Students use English to achieve academically in all content areas.</b>		
<b>Standard S.B.: Students express themselves orally using academic English to participate in content area classrooms.</b>		
Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.1, C.2, C.3, C.4, C.5, D.1, D.2, D.3, D.4		
Alaska Mathematics Content Standards: C.4, D.3		
<b>SB. 2a</b> Employs nonverbal (e.g., gestures, facial expressions) and verbal communication skills, such as word choice, pitch, feeling, tone and personal voice, for academic purposes.	<b>Student Book</b>	<b>Listening Speaking Workshops:</b> 68-69, 144-145, 222-223, 280-281, 344-345, 404-405
<b>SB. 2b</b> Uses both social and academic vocabulary in familiar, restricted contexts (with support)	<b>Student Book</b>	<b>Listen, Speak, Interact,</b> 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
<b>SB. 2c</b> Retells stories and talks about school-related activities using expanded vocabulary, descriptive words and paraphrasing.	<b>Student Book &amp; Audio CD</b>	
<b>SB. 2d</b> Responds with single words or phrases to simple questions related to immediate context (e.g., yes/no questions, either/or questions, or questions that ask for basic personal information).	<b>Teacher’s Edition</b>	“Yes/No” questions and responses in multi-level options- newcomer 30, 32, 34, 36, 46, 48, 60, 62, 82, 84, 86, 96, 126
<b>Domain: SPEAKING – GRADES 9-12</b>		
<b>Goal C: Students use spoken English in socially and culturally appropriate ways.</b>		
<b>Standard S.C.: Students use a variety of oral language and non-verbal expression according to audience, purpose and social setting.</b>		

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Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.1, C.2, C.3, C.4, C.5, D.1, D.2, D.3, D.4		
Alaska Mathematics Content Standards: A.6		
<b>SC. 2a</b> Uses both social and academic vocabulary in familiar, restricted contexts (e.g., routine conversations, greetings, to communicate needs).	<b>Student Book</b>	<b>Use social and academic vocabulary</b> 3,15, 27, 43, 55, 77, 93, 107, 119, 133, 153, 163,177, 191, 207, 231, 243, 253, 267,289, 299, 313, 327, 353, 363, 391
<b>SC. 2c</b> Identifies main points and some supporting details in more complex stories/ information on new topics.	<b>Student Book</b>	<b>Main points/supporting details</b> , 108, 109–113, 114, 128, 208, 210–217, 218, 328, 340, 343, 364, 366–373, 387, 400
<b>Domain: READING – GRADES 9-12</b>		
<b>Goal A: Students communicate in English for social purposes.</b>		
<b>Standard R.A.: Students read to comprehend written English for personal information and enjoyment.</b>		
Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.2, C.5, D.1, D.2, D.3, D.4, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: A.6, B.2, D.1, D.2		
<b>RA. 2a</b> Without assistance or prompting, demonstrates positive attitudes and behaviors toward print, e.g., book handling skills, requesting to be read to, choosing to read, sharing reading and writing experiences with others.	<b>Student Book</b>	<b>Listen, Speak, Interact</b> , 4-5, 6-7, 12-13, 14, 24-25, 28-29, 44-45, 48-49, 64-65, 68-69, 85, 98, 105, 119, 131, 139, 153, 166, 173, 189, 199, 207, 221, 223, 241, 255, 277, 291, 305, 315, 329, 343, 353;
<b>RA. 2b</b> Reads aloud simple words and phrases.	<b>Student Book</b>	<b>Reads aloud simple words</b> , 10, 202, 308, 374 <b>Reads key phrases</b> , 22, 218 <b>Creates a personal dictionary</b> , 40 ,115, 149, 182, 217, 251, 287, 325, 363;
<b>RA. 2c</b> Demonstrates comprehension of simple text by answering factual questions using key words and phrases, e.g., party invitations,	<b>Student Book</b>	<b>Facts in informational material</b> , 96-97, 98

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notes, family letters).		
<b>RA. 2d</b> Understands and follows two-step written directions for common classroom activities.	<b>Student Book</b>	<b>Sequence</b> , 164, 165, 166, 305, 339
<b>Domain: READING – GRADES 9-12</b> <b>Goal B: Students use English to achieve academically in all content areas.</b> <b>Standard R.B.: Students comprehend meaning from a variety of written texts.</b>		
Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.2, C.5, D.1, D.2, D.3, D.4, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: B.3		
<b>RB. 2a</b> Constructs meaning from print using basic decoding skills, past experiences/prior knowledge, and sight word vocabulary.	<b>Student Book</b>	<b>Prior knowledge</b> , 2, 14, 26, 42, 54, 76, 92, 102, 106, 118, 132, 152, 162, 176, 190, 206, 230, 242, 252, 266, 288, 298, 312, 326, 352, 362, 378, 390 <b>Build Vocabulary</b> 3,15, 27, 43, 55, 77, 93, 107, 119, 133, 153, 163,177, 191, 207, 231, 243, 253, 267,289, 299, 313, 327, 353, 363, 391
<b>RB. 2b</b> Decodes and pronounces high-frequency sight words while reading aloud (e.g., Dolch list of 220 most frequently used words).	<b>Student Book</b>	<b>Rapid word recognition of sight words</b> , 10, 202, 308, 374
<b>RB. 2c</b> Uses a variety of reading strategies to make text comprehensible (e.g., illustrations, graphic organizers, text features, pacing, word-analysis skills, picture/bilingual dictionaries)	<b>Student Book</b>	<b>Visual illustrations</b> , 1, 8–9, 13, 29–37, 43, 54, 68, 69, 75, 114, 141, 151, 229, 281, 287, 308, 311, 328, 340, 341, 344, 345, 346, 347, 348, 351, 392 <b>Reading strategies with graphic organizers</b> 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

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		<b>Word (Analysis) Skills</b> 12, 24, 40, 52, 66 , 90, 104, 116, 130, 161, 174, 188, 204, 220, 240, 250, 278, 310, 324, 312, 360 , 376, 388, 402
<b>Domain: READING – GRADES 9-12</b>		
<b>Goal C: Students use English in socially and culturally appropriate ways.</b>		
<b>Standard R.C.: Students comprehend, interpret and evaluate a variety of texts from various authors, cultures, historical periods and perspectives.</b>		
Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.2, C.5, D.1, D.2, D.3, D.4, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: None.		
<b>RC. 2a</b> Without assistance, applies a few basic skills and strategies to comprehend assigned texts and participate in text-based communications.	<b>Student Book</b>	<b>Reading strategies</b> 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
<b>RC. 2b</b> Reads aloud simple words and phrase	<b>Student Book</b>	<b>Rapid word recognition,</b> 10, 202, 308, 374 <b>Read aloud,</b> 10, 22, 38, 50, 64, 88, 102, 186, 248, 262, 308, 322, 340, 343, 358, 374, 386, 400 <b>Read chunks of words,</b> 400 <b>Reading key phrases,</b> 22, 218
<b>RC. 2c</b> Demonstrates comprehension of simple text by answering factual questions using key words and phrases, (e.g., party invitations, notes, family letters).	<b>Student Book</b>	<b>Reading Comprehension</b> 10, 22, 38, 50, 64, 88, 102, 114, 128, 140, 158, 171, 185, 202, 218, 238, 248, 263, 276, 294, 308, 322, 340, 358, 374, 386, 400
<b>Domain: WRITING – GRADES 9-12</b>		
<b>Goal A: Students communicate in English for social purposes.</b>		
<b>Standard W.A.: Students write in English for personal expression and enjoyment.</b>		

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Alaska English/Language Arts Content Standards: A.1, A.2, A.3, A.4, A.5, C.1, C.2, C.3, C.4, C.5, D.1, D.2, D.3, D.4, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: C.1		
<b>WA. 2a</b> Uses simple, compound and complex sentence patterns with mostly conventional spelling, capitalization and punctuation.	<b>Student Book</b>	<b>Compound Sentences</b> , 188, 283, 389 <b>Complex Sentences</b> , 220, 283, 310, 389 <b>Simple sentences</b> , 24, 70, 263, 283, 313, 348, 360, 407
<b>WA. 2b</b> Using a variety of sources and strategies for planning, initiates informal written communications with peers, family, or familiar adults to share personal experiences, stories, or information.	<b>Student Book</b>	<b>From Reading to Writing</b> 13, 25, 41, 53, 67 , 91,105, 117, 131, 160, 175, 189, 205, 221, 241, 251, 279, 311, 325, 313, 361, 377, 389, 403,
<b>WA. 2c</b> Fills out simple forms and provides all needed information, with some support.	<b>Student Book</b>	<b>Job application form</b> , 297
<b>Domain: WRITING – GRADES 9-12</b> <b>Goal B: Students use English to achieve academically in the content areas.</b> <b>Standard W.B.: Students write using academic English to participate in the content area classroom.</b>		
Alaska English/Language Arts Content Standards: A.1, A.2, A.3, A.4, A.5, C.1, C.2, C.3, C.4, C.5, D.1, D.2, D.3, D.4, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: C.1		
<b>WB. 2a</b> Uses clauses and phrases with accurate mechanics and consistent variations in grammatical forms.	<b>Student Book</b>	<b>Clauses</b> , 220, 310, 311 <b>Phrases</b> , 240, 241 250, 251
	<b>Activity Book</b>	<b>Clauses and phrases</b> , 125, 133, 165
<b>WB. 2b</b> If supplied a basic definition and some examples, writes an extended definition of key content vocabulary, following a model.	<b>Student Book</b>	<b>Build Vocabulary</b> 3,15, 27, 43, 55, 77, 93, 107, 119, 133, 153, 163,177, 191, 207, 231, 243,

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		253, 267, 289, 299, 313, 327, 353,
<b>WB. 2c</b> Writes a brief retelling of a spoken/read content area text replicating the original semantics, syntax and grammar.	<b>Student Book</b>	<b>From Reading to Writing</b> 13, 25, 41, 53, 67 , 91, 105, 117, 131, 160, 175, 189, 205, 221, 241, 251, 279, 311, 325, 313, 361, 377, 389, 403,
<b>Domain: WRITING – GRADES 9-12</b>		
<b>Goal C: Students use English in socially and culturally appropriate ways.</b>		
<b>Standard W.C.: Students write using appropriate language, variety, register and genre according to audience, purpose, and setting.</b>		
Alaska English/Language Arts Content Standards: A.1, A.2, A.3, A.4, A.5, C.1, C.2, C.3, C.4, C.5, D.1, D.2, D.3, D.4, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: C.1, D.4, D.5		
<b>WC. 2a</b> Uses simple sentences to write a brief text with a few standard grammatical form	<b>Student Book</b>	<b>Grammar focus</b> , 12, 24, 40, 52, 66 , 90, 104, 116, 130, 161, 174, 188, 204, 220, 240, 250, 278, 310, 324, 312, 360 , 376, 388, 402
	<b>Activity Book</b>	<b>Grammar focus</b> , 5-6, 13-14, 21-22, 29-30, 37-38, 45-46, 53-54, 61-62, 69-70, 77-78, 85-86, 93-94, 101-102, 109-110,
<b>WC. 2b</b> Spells high frequency words correctly in the context of writing.	<b>Activity Book</b>	<b>Spell</b> , 2, 10, 26, 106, 114, 146, 162, 180, 210
<b>WC. 2c</b> Uses written language to initiate social actions (e.g., giving complements, apologizing, expressing anger or impatience).	<b>Student Book</b>	<b>E-mail</b> , 348, 407, 408 <b>Mail</b> , 161, 225, 348, 408