

**Arkansas English Language Proficiency Standards 6-8 Level 1 Entering
to
Visions Basic**

Grade Cluster 6-8 Level 1 Entering		Visions BASIC
Standard 1 English language Learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting		
Listening – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> identify needed resources to complete assignments based on pictures and oral statements (such as pencils, rulers, or computers) 	Student Book	Identify needed resources to complete assignments based on pictures and icons 8, 9, 10, 12, 13, 17, 20, 22, 23, 24, 26, 27, 35
Speaking - engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> repeat, restate, or respond to oral instructions or assignments 	Student Book	Respond to oral instructions- Unit openers 2-3, 14-15, 28-29, 40-41, 52, 66, 80, 94, 108, 122, 136, 150, 164, 178 Repeat, 4–5, 8–9, 16–17, 20–21, 30–31, 34–35, 42–43, 46–47, 56, 62, 63, 70, 84, 90, 112
Reading - process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> locate facts or information on socially- related topics (such as the school dance) 	Student Book	Locate facts or information on social topics, 92, 93, 80-81, 82, 68-89
	Teacher’s Resource Book	Information on social topics, school assignments and tests on calendar, 48
	Activity Book	Information on social topics, 71, 72
Writing – engage in written communication in a		

**Arkansas English Language Proficiency Standards 6-8 Level 1 Entering
to
Visions Basic**

variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> make lists of words associated with school subjects 	Student Book	Words associated with school subjects, Language arts, 58, 72, 86, 100, 114, 128, 142, 156, 170, 184
	Activity Book	Arts, 53 Math, 16 Science, 45, 93, 109 Social studies, 32, 37, 61, 69, 77, 85, 101
Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.		
Listening – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> identify words and phrases related to different time frames following oral directions with visual support (e.g., “before,” “during,” “after”) 	Student Book	Words and phrases related to different time frames (e.g., first, next, finally, after, then) 153, 160, 163
	Activity Book	Words and phrases related to different time frames, 95, 96
	Transparencies	Time frames and instructions, 44
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		

**Arkansas English Language Proficiency Standards 6-8 Level 1 Entering
to
Visions Basic**

<ul style="list-style-type: none"> answer WH- questions from pictures related to biographies or human interest stories 	Activity Book Mini-Readers	Wh- questions from human interest stories, Chapter 1 First Day of School, 8 Chapter 2 Here is My Family, 8 Chapter 4 Teenagers in the Morning, 8 Chapter 5, Saturday Afternoon, 8 Chapter 6 Friends at Lunch, 8 Chapter 7 Working at the Supermarket, 8 Chapter 8, Career Day at School, 8 Chapter 9 Holiday Scrapbook, 8 Chapter 10, Joel's Senior Yearbook, 8
	Student Book	Wh- questions from pictures, 87, 101, 110, 114-115, 121, 129, 143, 157, 185 WH- questions from biographies, 171
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> locate organizational features of visually supported texts (such as headings, paragraphs, or format) 	Student Book	Organizational features: Headings, 114 Paragraphs, 88-89 Timelines, 143, 171, 177 Visuals, 85, 101
<ul style="list-style-type: none"> respond to literal questions from illustrations or visually supported text 	Student Book	Literal Reading Comprehension questions 59, 73, 87, 101, 115, 129, 143, 157, 171

**Arkansas English Language Proficiency Standards 6-8 Level 1 Entering
to
Visions Basic**

or visually supported text	Activity Book Mini-Readers	Respond to literal questions, Chapter 1 First Day of School, 8 Chapter 2 Here is My Family, 8 Chapter 4 Teenagers in the Morning, 8 Chapter 5, Saturday Afternoon, 8 Chapter 6 Friends at Lunch, 8 Chapter 7 Working at the Supermarket, 8 Chapter 8, Career Day at School, 8 Chapter 9 Holiday Scrapbook, 8 Chapter 10, Joel’s Senior Yearbook, 8
<ul style="list-style-type: none"> identify word patterns in context 	Student Book	Word patterns in context, 6–7, 12, 13, 18–19, 22, 32, 33, 45, 49, 55, 69, 83, 97, 111, 125, 139, 153, 167, 181
	Teacher’s Resource Book	Patterns in language, 37
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> produce symbols, words, or phrases to convey basic information 	Student Book	Produce words or phrases , 62, 76, 90, 104, 118, 132, 146, 160, 174, 188
Standard 3 English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.		
Listening – process and understand spoken language in a variety of situations		

**Arkansas English Language Proficiency Standards 6-8 Level 1 Entering
to
Visions Basic**

<ul style="list-style-type: none"> match proportional representation of objects with oral directions and illustrations (such as percent, fractions, or decimals; e.g., “Which ___ shows ___?”) 	Activity Book	Match proportional representation of objects with illustrations, 16
	Teacher’s Resource Book	Match proportional with oral directions, Modify recipe for double or half original quantity , 86
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> identify line segments from pictures of everyday objects (such as types of angles or parallel lines) 	Teacher’s Resource Book	Identify line segments explain heights in terms of inches and feet, 51
<ul style="list-style-type: none"> restate math problems with visual support (involving algebra) 	Activity Book	math problems with visual support, 86
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> match vocabulary needed for problem solving with graphics, symbols, or figures 	Activity Book	Match vocabulary with graphics, symbols, or figures, 86
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> show pictorial representation and label math terms (such as parts of whole numbers, algebraic equations or geometrical relations) 	Activity Book	Label math terms, 16 Show pictorial representation, 14
Standard 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of SCIENCE		

**Arkansas English Language Proficiency Standards 6-8 Level 1 Entering
to
Visions Basic**

Listening – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> match science domains or their tools with pictures from oral statements (such as earth, life, or physical science) 	Activity Book	Life Science (Genes) with pictures, 45 Life Science (Bodies and sleep requirements) with pictures, 93 Life Science (Your Body and Stress) with chart, 109
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> use vocabulary associated with scientific events or discoveries based on illustrations (such as x-rays or vaccines) 	Activity Book	Vocabulary associated with events/discoveries Genetics (genes, dominant, traits) 45 Sleep 93, Your Body and Stress, 109
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> match pictures of systems or processes with vocabulary (such as photosynthesis or body systems; e.g., “An example of ___ is ___.”) 	Activity Book	System of genetics 45
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> identify forms of energy and everyday examples depicted visually (such as light, sound, heat) 	Student Book	Light,(sun) everyday examples depicted visually, 4
Standard 5 English language learners communicate information, ideas and concepts necessary for academic success in the content		

**Arkansas English Language Proficiency Standards 6-8 Level 1 Entering
to
Visions Basic**

area of SOCIAL STUDIES		
Listening – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> identify icons on maps or graphs from oral statements (such as natural resources, products; e.g., “Locate corn on the map.”) 	Activity Book	Identify icons for maps or graphs, 32, 65, 24
	Transparencies	Identify icons, 40
Speaking - engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> associate events or people with time frames in U.S. or world history shown on timelines or in graphics 	Student Book	Associate events or people with time frames, 170-171, 172-173.
	Teacher’s Resource Book	Associate events or people with time frames, 110
Reading - process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> identify rights or responsibilities of people in the U.S. or other countries through illustrations, labels, or phrases 	Activity Book	Identify rights or responsibilities of people in the U.S., right to hold elections and vote, 69
	Student Book	Rights (equal rights), 170
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> label features of U.S. or other governments through illustrations 	Activity Book	U.S. government features: elections, 69
	Teacher’s Resource Book	Compare/contrast leader and dictator, 109