

**Arkansas English Language Proficiency Standards 9-12 Level 1 Entering
to
Visions Basic**

Grade Cluster 9-12 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"> respond (non-verbally) to commands pertaining to classroom routines (e.g., “Close your book.”) 	Student Book	Respond nonverbally to commands (“Listen and point”) Unit openers 2-3, 14-15, 28-29, 40-41, 52, 66, 80, 94, 108, 122, 136, 150, 164, 178
Speaking - engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> answer questions that express likes and dislikes 	Student Book	Likes, 153
	Activity Book	Likes, 90
	Assessment Program	Likes/dislikes, 82
Reading - process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> identify text features or web resources used for assignments (such as titles or authors) 	Student Book	Timeline, 143, 171, 177; Visuals, 85, 101 Headline, 114
	Activity Book	Identify Title, 86
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		

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<ul style="list-style-type: none"> complete forms read orally with identifying information or produce facts about self 	Student Book	Student Identification Form 60-61
	Teacher’s Resource Book	Student Identification Form, 137
	Activity Book	Complete forms, 24, 40, 72
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 and locate sources of information based on oral directions and visual support 	Student Book	Experts, 177; Graphs, 120 Make charts, 56, 82, 99, 115, 125, 152, 169; Print resources, 177;
	Activity Book	Make charts,33, 57, 72, 80, 88, 97 Print resources, 104 Internet,104 Timelines,104 Maps, 32, 65
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> state facts related to the news or information in visually supported magazines or newspapers read orally 	Student Book	Recall (state) facts, 59, 73, 87, 101, 115, 129, 143, 157, 171, 185;
Reading- process, interpret, and evaluate written		

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language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> identify words and phrases related to author's purpose 	Student Book	Purpose to describe , 68, 74, 78; AB:48, 56, 64, 72 to express , 144, 186 to inform , 60–61; to record , 60–61;
	Activity Book	to record , 40 to inform , 80, 96, 104, 112 to reflect on ideas , 88
<ul style="list-style-type: none"> match key vocabulary within graphic supported texts to visuals 	Student Book	Vocabulary within graphics- Unit openers 2-3, 14-15, 28-29, 40-41, 52, 66, 80, 94, 108, 122, 136, 150, 164, 178 Vocabulary with graphics- Letters and Sounds 4–5, 8–9, 16–17, 20–21, 30–31, 34–35, 42–43, 46–47, 56, 62, 63, 70, 84, 90, 112
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> copy facts pertaining to current events or issues 	Activity Book	Write facts pertaining to issues or events , 16, 32, 37, 45, 53, 61, 69, 72, 77, 85, 93, 101, 109
<ul style="list-style-type: none"> produce key words or phrases from written texts 	Student Book	Produce key words- Review , 13, 17, 27, 39, From Reading to Writing 74-75, 88-89, 102-103, 116-117, 131-132, 144-145, 158-159, 172-173

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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		
<ul style="list-style-type: none"> select problem-solving tools from oral statements and visual support 	Activity Book	Math visual support, 81, 82, 86
Speaking - engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> state which derived attributes match units of measurement from pictures and notation (such as speed, density, or acceleration) 	Activity Book	Math units from pictures, 81, 82, 86
<ul style="list-style-type: none"> name operations that apply to numbers and figures (such as factoring or coefficients) 	Activity Book	Math operations, 16, 86 Mini-reader: Chapter 7 Working At the Supermarket 1, 2, 3, 4, 6,
Reading - process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> identify numbers in a variety of forms and mathematical notation within visually supported phrases (such as percent, powers, or roots) 	Activity Book	Mathematical notation, 16, 86
Writing – 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"> produce math equations or formulas from dictation with visual support (e.g., “Twenty plus X equals thirty.”) 	Activity Book	Produce math equations, 16
<ul style="list-style-type: none"> produce tables from everyday sets of facts (such as months and precipitation rates) 	Student Book	Charts from everyday facts, 56, 82, 99, 115, 120, 125, 152, 169
	Activity Book	Charts from everyday facts, 33, 57, 72, 80, 88, 97
Standard 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of SCIENCE		
Listening – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> locate physical, biological, chemical, or earth/space structures from pictures and oral statements (such as cells, organs, magnetism, atoms, or constellations) 	Activity Book with Audio CD	Biological structures (genes) from oral statements, 45
	Student Book	Locate biological structures from oral statements, 33
Speaking - engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> identify components of systems, chains, or cycles from diagrams or graphic organizers (such as taxonomic systems, food chains, or life cycles) 	Activity Book	System of genetics 45

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Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> identify data from scientific studies from tables, charts, or graphs 	Student Book	Data from tables, charts, or graphs, 128, 129 99, 120
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> draw pictures and label steps in scientific experiments (such as distillation) 	Student Book	Record (Label) data on scientific chart, 129
Standard 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of SOCIAL STUDIES		
Listening – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> identify regions or countries of political, economic, or historical significance to U.S. or world history from oral statements and maps 	Activity Book	Identify using U.S. Map, 32
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> name elements of major historical, cultural, or economic themes depicted in illustrations (such as ‘war’ for revolution) 	Student Book	Historical theme- Civil rights 169-171
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> match people and places with significant periods in world history through illustrations 	Student Book	Timelines, 171

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and timelines		
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> label significant individuals, through illustrations or photographs, in history, politics, economics, or society 	Student Book	Label significant individuals: Martin Luther King Jr. 170-171