

**Arkansas English Language Proficiency Standards 6-8 Level 4 Expanding  
to  
Visions C**

<b>Grade Level Cluster 6-8 Level 4 Expanding</b>		Visions C
<b>Standard 1</b> <b>English language Learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting</b>		
<b>Listening</b> – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> <li>analyze assignments and match with needed resources based on oral discourse</li> </ul>	<b>Student Book</b>	<b>Analyze assignments based on oral discourse:</b> <b>Listen, Speak, Interact</b> 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273. 313, 327, 361, 373, 389, 401 <b>Prior Knowledge</b> 2, 14, 26, 28, 30–33, 38, 50, 72, 74, 83, 86, 99, 102, 116, 130, 152, 162, 178, 192, 201, 204, 226, 238, 250, 252, 254–259, 264, 284, 300, 316, 330, 350, 364, 376, 378, 380–387, 392
<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>analyze oral instructions, assignments, or stories using detailed descriptions</li> </ul>	<b>Student Book</b>	<b>Listen, Speak, Interact</b> 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273. 313, 327, 361, 373, 389, 401
<b>Reading</b> - process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> <li>interpret facts or information on socially-related topics</li> </ul>	<b>Student Book</b>	Interpret facts or information on social related topics: <b>Yawning, sneezing, coughing,</b> 35 <b>To Risk or not to Risk,</b> 106-111

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<ul style="list-style-type: none"> <li>identify details or related information that support the main idea</li> </ul>	<b>Student Book</b>	<b>Identify details to support main idea</b> , 16, 18–21, 28, 200, 214, 234, 266, 268–271, 273, 278, 312;
<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>suggest ideas for making changes in school, such as rearranging a schedule or adding subjects (e.g., “I would like to...”)</li> </ul>	<b>Student Book</b>	<b>Suggest ideas for making changes</b> : 143, 146–147, 141
<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>Visions C</b>
<b>Listening</b> – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> <li>analyze use of literary devices related to different time frames found in short stories read orally</li> </ul>	<b>Student Book</b>	<b>Chronological order</b> , 37, 40, 42–45, 46, 63, 129, 143, 146, 240, 242–245, 266, 286, 299, 302, 342, 345, 352, 354–359, 388; <b>Foreshadowing</b> , 189, 247;
<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>summarize points from outlines derived from biographies or human interest stories</li> </ul>	<b>Student Book</b>	<b>Summarize</b> , 273, 34, 65, 148, 192, 200, 201, 276, 280, 299, 330, 346, 378, 403;
<b>Reading</b> - process, interpret, and evaluate written language, symbols, and text with understanding		

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and fluency		
<ul style="list-style-type: none"> <li>use organization features of texts to compare/contrast ideas</li> </ul>	<b>Student Book</b>	<b>Compare and contrast</b> , 127, 206, 208–213, 215, 217, 140, 201, 223, 246, 252, 254–259, 261, 297, 332, 334–337, 338, 343, 360, 22, 28, 46, 60, 66,;
<ul style="list-style-type: none"> <li>make inferences from text</li> </ul>	<b>Student Book</b>	<b>Make inferences</b> , 4, 6–9, 46, 60, 74, 76–81, 82, 83, 99, 126, 234, 246, 260, 286, 288–295, 312, 326, 360, 378, 380–387, 400
<ul style="list-style-type: none"> <li>identify figures of speech (such as similes, alliteration, or personification)</li> </ul>	<b>Student Book</b>	<b>Similes</b> , 342; <b>Metaphors</b> , 154, 339, 341, 342; <b>Personification</b> , 235, 237;
<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>create original ideas by synthesizing information</li> </ul>	<b>Student Book</b>	<b>From Reading to Writing</b> 13, 25, 37, 49, 63, 85, 101, 115, 129, 143, 161, 177, 191, 203, 217, 275, 315, 329, 363, 375, 391, 403 <b>Writer’s Workshops</b> 66-67, 146-147, 148, 220-221, 222, 278-279, 280, 344-345, 346, 406-407,
<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>analyze and apply the use of proportion from oral word problems</li> </ul>	<b>Student Book</b>	<b>Word problems</b> , 13, 203
	<b>Teacher’s Edition</b>	<b>Word problems</b> , 3, 373, 345, 207.
<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>explain how to use different types of line segments presented orally from math text (such as in geometric figures)</li> </ul>	<b>Teacher’s Edition</b>	<b>Height/length, 3</b> <b>Floor plans &amp; measurements, 373</b>
<ul style="list-style-type: none"> <li>Interpret information from <b>math</b> problems (involving algebra)</li> </ul>	<b>Student Book</b>	<b>Math problems:</b> <b>Measurements metric/US, 13,</b> <b>Time/Zones, 191</b> <b>Distance/time, 203, 313</b> <b>Currency, 365</b>
	<b>Teacher’s Edition</b>	<b>Math problems:</b> <b>Height/length, 3</b> <b>Wages/ days, 207</b> <b>Measurements metric/US, 373</b> <b>Distance/ Time, 313</b>
<b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> <li>order steps of procedures involved in problem solving using sequential language</li> </ul>	<b>Student Book</b>	<b>Word problems solving steps:</b> 203, 313, 365
<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>write everyday <b>math</b> word problems and explain problem-solving strategies</li> </ul>	<b>Teacher’s Edition</b>	<b>Math related real life situations,</b> <b>Floor plans &amp; measurements, 373</b> <b>Calculate wages, 207</b>
<b>Standard 4 English language learners communicate information, ideas and concepts necessary for academic success in the content</b>		

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<b>area of SCIENCE</b>		
<b>Listening</b> – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> <li>compare/contrast examples of <b>science</b> domains or their tools and uses from oral descriptions (such as the difference between telescopes and microscopes)</li> </ul>	<b>Teacher’s Edition</b>	<b>Science domains, Scientist specializations, 65</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>predict future <b>scientific</b> events or discoveries based on oral or graphic evidence (e.g., “ ___ could/will/may/might/ lead to ___.”)</li> <li></li> </ul>	<b>Student Book</b>	<b>Scientific events:</b> 180-187, 195-200, 267-272,
<b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> <li>identify systems or processes from descriptions from <b>science</b> text (e.g., “As a result of ___; ___ is caused by ___.”)</li> </ul>	<b>Student Book</b>	<b>Systems, processes:</b> <b>Brain (limbic system), 32</b> <b>Water cycle, 227</b> <b>Life cycles, 270, 280</b>
	<b>Activity Book</b>	<b>Water Cycle, 128</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>explain uses of different forms of energy (e.g., “ ___ is used to ___.”)</li> </ul>	<b>Student Book</b>	<b>Forms of energy:</b> <b>Fossil fuel, oil, 393-398</b>
	<b>Teacher’s Edition</b>	<b>Forms of energy:</b> <b>Fire, wind, water, 393</b>
<b>Standard 5 English language learners</b>		

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<b>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 patterns associated with resources or products of regions described orally (e.g., “The Northeast and Midwest manufacture more goods than the South.”)</li> </ul>	<b>Student Book</b>	<b>Resources:</b> 221,
<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 reasons behind major events or people’s actions in U.S. or world history</li> </ul>	<b>Student Book</b>	<b>Settlement of West, Gold Rush,</b> 205, 208-209, 220; <b>Civil rights, segregation/ freedom</b> 285, 287-296, <b>Civil War – freedom</b> 301, 303-312, 205 <b>World War II,</b> 317, 319-326
<b>Reading</b> - process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> <li>analyze the rights or responsibilities of people in the U.S. or other countries from <b>social studies</b> text</li> </ul>	<b>Student Book</b>	<b>Rights and Responsibilities,</b> 310,315, 285-295;
<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>analyze functions of the U.S. or other governments in response to recent events</li> </ul>	<b>Activity Book</b>	<b>Functions of U.S. Government,</b> 160

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