

**English Language Proficiency Standards 9-12 Level 4 Expanding
to
Visions C**

Grade Level Cluster 9-12 Level 4 Expanding		Visions C
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 idiomatic expressions pertaining to classroom instructions (e.g., “What do you do when you hit the books?”) 	Student Book	Respond Nonverbally , 35, 162, 215, 219, 247, 273, 276, 327, 361, 389
Speaking - engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> express and defend personal preferences, opinions, or points of view 	Student Book	Express opinions or points of view , 175
Reading - process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> use text features or web resources to confirm information for assignments (such as indexes or glossaries) 	Student Book	Headings , 220, 344, 394, 400, 401; te/397, 398, 399 Labels , 273, 316; te/30 Table of contents , 220, 344, 345, 401; te/xii, 70, 150, 224, 282, 348 Visuals , 1, 11, 71, 145, 151, 225, 283, 349, 372 Glossaries 6-9, 18-21,30-33, 42-44, 54-59, 76-81, 90-96, 106-111, 120-125, 134-139, 156-157, 166-173,182-187, 196-199, 208-213, 230-233, 242-245, 254-259, 268-271, 288-295, 304-311,

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		320-325, 334-337, 354-359, 368-371, 380-387, 396-399
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> make requests, apologize, or compose or respond to e-mails or personal messages in extended paragraphs 	Student Book	E-mails , 249, 403, 407
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"> connect information from various sources based on oral discourse 	Student Book	Listen, Speak, Interact 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273. 313, 327, 361, 373, 389, 401. Viewing Workshops 65, 145, 219, 277, 343, 405
Speaking - engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> critique in detail editorials, reviews, or literary works read orally 	Student Book	Viewing Workshops 65, 145, 219, 277, 343, 405 Listen, Speak, Interact 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273. 313, 327, 361, 373, 389, 401.

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Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> analyze information related to author’s purpose 	Student Book	Author’s Purpose , 9, 33, 35, 45, 59, 82, 97, 111, 125, 139, 173, 187, 213, 295, 311, 359, 371, 394, 401
<ul style="list-style-type: none"> make generalizations from explicit and implicit literary texts 	Student Book	Make generalizations , 10, 188
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> rewrite stories on current events or issues in different time frames 	Student Book	Rewrite stories on events and issues 49, 148, 220, 222, 280, 408
<ul style="list-style-type: none"> summarize notes from written texts in paragraph form 	Student Book	Summarize , 34, 65, 148, 192, 200, 201, 273, 276, 280, 299, 330, 346, 378, 403;
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 methods and tools from extended oral discourse 	Student Book	Select problem-solving methods , 203, 313, 365
	Teacher’s Edition	Select problem-solving methods , 3, 145, 195, 207, 237, 373, 313, 345,
Speaking- 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"> discuss the use derived attributes presented orally from text-based math problems 	Student Book	Attributes in math problems: Measurements metric/US, 13, Time/Zones, 191 Distance/time, 203, 313 Currency, 365
	Teacher’s Edition	Attributes in math problems: Height/length, 3 Wages/ days, 207 Measurements metric/US, 373 Distance/ Time, 313
<ul style="list-style-type: none"> discuss the relevance/usefulness of math-related, real life situations 	Teacher’s Edition	Math related real life situations, Floor plans & measurements, 373 Calculate wages, 207
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> compare/contrast mathematical functions and relationships in word problems 	Student Book	Word problems and functions: 203, 313, 365
	Teacher’s Edition	Word problems and functions: 3, 207, 373, 313
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> describe math equations or formulas along with steps involved in problem solving (e.g., “If...then”) 	Teacher’s Edition	Equations or formulas 113, 145, 195, 207, 237, 373, 313, 345
	Student Book	Equations or formulas, 203, 313
<ul style="list-style-type: none"> interpret tables, charts, or graphs embedded in text 	Student Book	Interpret tables, charts, or graphs, 13, 37, 191, 203, 365

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	Teacher’s Edition	Create & interpret tables, charts, or graphs, 67, 155, 163, 179, 195, 273, 237, 241, 373, 345
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"> compare/contrast the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as fossils/genetics or boiling/ melting points) 	Student Book	Functions of related structures: Brain/ body 32, Planets/ space, 193 Equator/ hemispheres, 239 Pounds/ Pressure, 189
	Activity Book	Living/Nonliving things, 152 Resources- renewable/nonrenewable, 120
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> discuss how systems, chains or cycles are interdependent (such as ecosystems or respiratory systems) 	Student Book	Systems, chains, cycles: Brain (limbic system), 32 Water cycle, 227 Life cycles, 270, 280
	Activity Book	Water Cycle, 128
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> interpret data presented in text and tables in 	Student Book	Interpret data on charts/ tables: 32, 143, 193, 227, 239, 265, 270, 275

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scientific studies	Teacher's Edition	Interpret data on charts/ tables, 133, 377
	Activity Book	Data on charts/ tables, 216
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> interpret findings gleaned from data from scientific experiments 	Teacher's Edition	Interpret findings from scientific data, 133, 377
	Student Edition	Interpret findings from scientific data, Living/Nonliving things Chart , 152
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"> compare/contrast countries and regions that have economic, political, or historical significance to U.S. or world history from oral reading 	Student Book	Korea & Japan- World War II, 317 Civil War - 301 Frontier days (west) 205
	Activity Book	Economic regions and migrant workers, 144
Speaking - 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"> explain how major historical, cultural, or economic themes (depicted in illustrations or political cartoons) have changed our lives 	Student Book	Settlement of West, 220 Civil rights, freedom 287-295 Civil War – freedom 301 Gold Rush, 205 World War II, 317
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> compare/contrast significant periods in world history based on social studies text 	Student Book	Periods: Dutch settlement in New York State, 51 Civil War 301 Gold Rush, 205 World War II, 317
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> discuss how significant individuals have impacted history, politics, economics, or society 	Student Book	Abraham Lincoln 303-311, Rosa Parks Civil Rights movement , 287-295