

**ARKANSAS  
ELP Level 1 Entering 9-12  
Correlation  
to  
Visions INTRO**

| <b>ARKANSAS GRADE CLUSTER 9-12</b><br><b>Level 1 Entering</b>   | <b>Visions Component</b> | <b>VISIONS INTRO</b>  |
|---|--------------------------|---|
| <b>Standard 1</b><br><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>respond (non-verbally) to commands pertaining to classroom routines (e.g., “Close your book.”)</li> </ul>                        | <b>Student Book</b>      | <b>Respond nonverbally to commands</b><br><b>Unit B Classroom 23-24</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>answer questions that express likes and dislikes</li> </ul>  | <b>Student Book</b>      | <b>Express likes and dislikes, 153, 256, 259</b>  |
| <b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency   |                          |   |
| <ul style="list-style-type: none"> <li>identify text features or web resources used for assignments (such as titles or authors)</li> </ul>                              | <b>Student Book</b>      | <b>Identify titles or authors, 96, 104, 130, 138, 164, 172, 198, 206, 232, 240, 266, 274, 302, 312, 340, 350.</b><br><br><b>Text Structure, 95, 103, 129, 137, 163, 171, 197, 205, 231, 239, 265, 273, 311, 339, 349;</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>complete forms read orally with identifying information or produce facts about self</li> </ul>                                   | <b>Student Book</b>      | <b>Student Identification Form 94, 96, 98</b><br><b>Application forms, 95, 112–113</b><br><b>Information forms, Unit 1 Chapter 2 94-100, 112</b>  |
| <b>Standard 2</b><br><b>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.</b> |                          |   |

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| <b>Listening</b> – process and understand spoken language in a variety of situations   |                          |   |
| <ul style="list-style-type: none"> <li>identify and locate sources of information based on oral directions and visual support</li> </ul>                   | <b>Student Book</b>      | <b>Sources of information</b><br><b>Atlas</b> , 238-250<br><b>Dictionary</b> , 58, 146, 163, 171, 223<br><b>Encyclopedia</b> , 354<br><b>Magazines</b> , 160, 194, 216<br><b>Newspapers</b> , 160, 230, 231, 232, 233, 234, 235, 324<br><b>Online</b> , 114, 144, 148, 160, 194, 216, 228, 262, 286, 324<br><b>Thesaurus</b> , 163  |
| <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>state facts related to the news or information in visually supported magazines or newspapers read orally</li> </ul> | <b>Student Book</b>      | <b>Restate facts and details</b> , 132, 240–241, 340, 342, 343, 344   |
| <b>Reading</b> - process, interpret, and evaluate written language, symbols, and text with understanding and fluency                                       |                          |   |
| <ul style="list-style-type: none"> <li>identify words and phrases related to author’s purpose</li> </ul>   | <b>Student Book</b>      | <b>Author’s purpose</b> , 240, 312, 314, 315  |
| <ul style="list-style-type: none"> <li>match key vocabulary within graphic supported texts to visuals</li> </ul>   | <b>Student Book</b>      | <b>Key Vocabulary within graphics- Unit openers</b> 84, 94, 118, 128, 136, 152, 170, 186, 196, 204, 220, 230, 238, 254, 264, 272, 290, 300, 310, 328, 338, 348.<br><br><b>Vocabulary with graphics- Letters and Sounds</b> 8-9, 10-11, 12-13, 14-15, 30-31, 32-33, 34-35, 36-37, 50-51, 52-53, 54-55, 56-57, 70-71, 72-73, 74-75, 76-77,<br><b>Key vocabulary with graphics</b> , 2-3, 22-23, 26-27, 42-43, 46-47, 62-63, 66-67, 86-87, 95,103, 120-121, 129, 137, 154-155, 163, 171, 188-189, 205, 222-223, 231, 239, 256-257, 265, 273, 292-293, 301, 311, 330-331, 339, 349; |

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| <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>copy facts pertaining to current events or issues</li> </ul>   | <b>Student Book</b>  | <b>Unit 8 Chapter 3 (Current issues)<br/>Research on the Internet, 350-353</b>  |
| <ul style="list-style-type: none"> <li>produce key words or phrases from written texts</li> </ul>   | <b>Student Book</b>  | <b>Write key words, 19, 155, 156, 157, 159, 272, 278, 339, 350-359</b>  |
| <b>Standard 3</b><br><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>select problem-solving tools from oral statements and visual support</li> </ul>  | <b>Student Book</b>  | <b>Math problem solving tools,<br/>Unit 1 Chapter 3 102-108<br/>Unit 4 Chapter 3 204-210<br/>Unit 7 Chapter 3 310-318</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>state which derived attributes match units of measurement from pictures and notation (such as speed, density, or acceleration)</li> </ul>                | <b>Student Book</b>  | <b>Units of measurement,<br/>Unit 4 Chapter 3 204-210</b>   |
| <ul style="list-style-type: none"> <li>name operations that apply to numbers and figures (such as factoring or coefficients)</li> </ul>   | <b>Student Book</b>  | <b>Math operations,<br/>Unit 1 Chapter 3 102-108<br/>Unit 4 Chapter 3 204-210<br/>Unit 7 Chapter 3 310-318</b>            |
| <b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency   |                      |   |
| <ul style="list-style-type: none"> <li>identify numbers in a variety of forms and <b>mathematical</b> notation within visually supported phrases (such as percent, powers, or roots)</li> </ul> | <b>Student Book</b>  | <b>Mathematical notation,<br/>Unit 1 Chapter 3 102-108<br/>Unit 4 Chapter 3 204-210<br/>Unit 7 Chapter 3 310-318</b>      |

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| <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>produce <b>math</b> equations or formulas from dictation with visual support (e.g., “Twenty plus X equals thirty.”)</li> </ul>   | <b>Student Book</b>      | <b>Mathematical equations</b><br><b>Unit 1 Chapter 3</b> 102-108<br><b>Unit 4 Chapter 3</b> 204-210<br><b>Unit 7 Chapter 3</b> 310-318                        |
| <ul style="list-style-type: none"> <li>produce tables from everyday sets of facts (such as months and precipitation rates)</li> </ul>   | <b>Student Book</b>      | <b>Tables/ charts from everyday facts</b> , 108, 114, 139, 148, 154, 158, 216, 255, 260, 265, 267, 272, 277, 283, 286, 314–316, 324, 330, 334, 343, 348, 359, |
| <b>Standard 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of SCIENCE</b>   |                          |   |
| <b>Listening</b> – process and understand spoken language in a variety of situations  |                          |   |
| <ul style="list-style-type: none"> <li>locate physical, biological, chemical, or earth/space structures from pictures and oral statements (such as cells, organs, magnetism, atoms, or constellations)</li> </ul> | <b>Student Book</b>      | <b>Unit 2 Chapter 3</b><br><b>Classifying Animals</b> 136-142   |
| <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>identify components of systems, chains, or cycles from diagrams or graphic organizers (such as taxonomic systems, food chains, or life cycles)</li> </ul>                  | <b>Student Book</b>      | <b>Unit 6 Chapter 3</b><br><b>The Food Pyramid</b> , 272-280  |
| <b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency   |                          |   |
| <ul style="list-style-type: none"> <li>identify data from <b>scientific</b> studies from tables, charts, or graphs</li> </ul>   | <b>Student Book</b>      | <b>Unit 6 Chapter 3</b><br><b>The Food Guide Pyramid</b> , 274, 276   |
| <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>draw pictures and label steps in <b>scientific</b> experiments (such as distillation)</li> </ul>   | <b>Student Book</b>      | <b>Draw pictures and label steps</b><br><b>Unit 6 Chapter 3</b><br><b>The Food Pyramid</b> , 272-280  |

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| <b>Standard 5 English language learners 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>identify regions or countries of political, economic, or historical significance to U.S. or world history from oral statements and maps</li> </ul> | <b>Student Book</b>          | <b>Unit 5 Chapter 3 (Economic)<br/>Resources in the United States, 238, 241, 242,<br/>Unit 3 Chapter 3 (Historical/Political)<br/>The First Amendment, 170-176</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>name elements of major historical, cultural, or economic themes depicted in illustrations (such as ‘war’ for revolution)</li> </ul>                | <b>Student Book</b>          | <b>Unit 3 Chapter 3 (Historical theme)<br/>The First Amendment, 170-176<br/>Unit 5 Chapter 3 (Economic theme)<br/>Resources in the United States, 238-244<br/>Unit 7 Chapter 3 (Economic theme)<br/>Making a Budget 310-318, 324<br/>Unit 8 Chapter 3 (Economic theme)<br/>Research on the Internet for Jobs &amp; Careers, 348-356</b> |
| <b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency   |                              |   |
| <ul style="list-style-type: none"> <li>match people and places with significant periods in world history through illustrations and timelines</li> </ul>                                   | <b>Student Book</b>          | <b>Unit 8 Chapter 2 (people)<br/>Three Scientists, 338-346<br/>Unit 3 Chapter 3 (significant periods)<br/>The First Amendment, 170-176<br/>Timelines, 166, 305, 339</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>label significant individuals, through illustrations or photographs, in history, politics, economics, or society</li> </ul>                        | <b>Student Book</b>          | <b>Unit 8 Chapter 2 (significant individuals)<br/>Three Scientists, 338-346</b>   |