

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

| VERMONT GRADE CLUSTER 9-12 Level 1 Entering | Visions Component | VISIONS INTRO |
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| 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 Unit B Classroom 23-24 |
| 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 | Express likes and dislikes, 153, 256, 259 |
| 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 | Identify titles or authors, 96, 104, 130, 138, 164, 172, 198, 206, 232, 240, 266, 274, 302, 312, 340, 350. Text Structure, 95, 103, 129, 137, 163, 171, 197, 205, 231, 239, 265, 273, 311, 339, 349; |
| Writing – engage in written communication in a variety of forms for a variety of purposes and audiences | | |
| <ul style="list-style-type: none"> complete forms read orally with identifying information or produce facts about self | Student Book | Student Identification Form 94, 96, 98 Application forms, 95, 112–113 Information forms, Unit 1 Chapter 2 94-100, 112 |
| Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS. | | |

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| 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 | Sources of information Atlas , 238-250 Dictionary , 58, 146, 163, 171, 223 Encyclopedia , 354 Magazines , 160, 194, 216 Newspapers , 160, 230, 231, 232, 233, 234, 235, 324 Online , 114, 144, 148, 160, 194, 216, 228, 262, 286, 324 Thesaurus , 163 |
| 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 | Restate facts and details , 132, 240–241, 340, 342, 343, 344 |
| Reading - process, interpret, and evaluate written 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 | Author’s purpose , 240, 312, 314, 315 |
| <ul style="list-style-type: none"> match key vocabulary within graphic supported texts to visuals | Student Book | Key Vocabulary within graphics- Unit openers 84, 94, 118, 128, 136, 152, 170, 186, 196, 204, 220, 230, 238, 254, 264, 272, 290, 300, 310, 328, 338, 348. Vocabulary with graphics- Letters and Sounds 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, Key vocabulary with graphics , 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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| 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 | Student Book | Unit 8 Chapter 3 (Current issues) Research on the Internet, 350-353 |
| <ul style="list-style-type: none"> produce key words or phrases from written texts | Student Book | Write key words, 19, 155, 156, 157, 159, 272, 278, 339, 350-359 |
| 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 | Student Book | Math problem solving tools, Unit 1 Chapter 3 102-108 Unit 4 Chapter 3 204-210 Unit 7 Chapter 3 310-318 |
| 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) | Student Book | Units of measurement, Unit 4 Chapter 3 204-210 |
| <ul style="list-style-type: none"> name operations that apply to numbers and figures (such as factoring or coefficients) | Student Book | Math operations, Unit 1 Chapter 3 102-108 Unit 4 Chapter 3 204-210 Unit 7 Chapter 3 310-318 |
| 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) | Student Book | Mathematical notation, Unit 1 Chapter 3 102-108 Unit 4 Chapter 3 204-210 Unit 7 Chapter 3 310-318 |

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| Writing – engage in written communication in a variety of forms for a variety of purposes and audiences | | |
| <ul style="list-style-type: none"> produce math equations or formulas from dictation with visual support (e.g., “Twenty plus X equals thirty.”) | Student Book | Mathematical equations Unit 1 Chapter 3 102-108 Unit 4 Chapter 3 204-210 Unit 7 Chapter 3 310-318 |
| <ul style="list-style-type: none"> produce tables from everyday sets of facts (such as months and precipitation rates) | Student Book | Tables/ charts from everyday facts , 108, 114, 139, 148, 154, 158, 216, 255, 260, 265, 267, 272, 277, 283, 286, 314–316, 324, 330, 334, 343, 348, 359, |
| 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) | Student Book | Unit 2 Chapter 3 Classifying Animals 136-142 |
| 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) | Student Book | Unit 6 Chapter 3 The Food Pyramid , 272-280 |
| 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 | Unit 6 Chapter 3 The Food Guide Pyramid , 274, 276 |
| 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 | Draw pictures and label steps Unit 6 Chapter 3 The Food Pyramid , 272-280 |

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| 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 | Student Book | Unit 5 Chapter 3 (Economic) Resources in the United States, 238, 241, 242, Unit 3 Chapter 3 (Historical/Political) The First Amendment, 170-176 |
| 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 | Unit 3 Chapter 3 (Historical theme) The First Amendment, 170-176 Unit 5 Chapter 3 (Economic theme) Resources in the United States, 238-244 Unit 7 Chapter 3 (Economic theme) Making a Budget 310-318, 324 Unit 8 Chapter 3 (Economic theme) Research on the Internet for Jobs & Careers, 348-356 |
| 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 and timelines | Student Book | Unit 8 Chapter 2 (people) Three Scientists, 338-346 Unit 3 Chapter 3 (significant periods) The First Amendment, 170-176 Timelines, 166, 305, 339 |
| 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 | Unit 8 Chapter 2 (significant individuals) Three Scientists, 338-346 |