

ALASKA

ENGLISH LANGUAGE Proficiency (ELP) STANDARDS

Beginning Grades 9-12

Correlation to

VISIONS INTRO

**Alaska ELP Beginning Standards 9-12
Correlation to Visions Intro.**

Beginning English Language Proficiency Standards	Component	Visions Intro
Domain: LISTENING – GRADES 9-12 Goal A: Students communicate in English for social purposes. Standard L.A.: Students demonstrate listening comprehension and participate effectively in a variety of social settings		
Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.1, C.2, C.3, C.4, C.5, D.1, D.2,		
Alaska Mathematics Content Standards: B.6, B.4, C.4, D.4. E.1		
LA. 1a Uses information from a variety of sources, including gestures and facial expressions, to interpret verbal messages..	Student Book	Gestures/ pointing, Unit A-D Chapters 1: 2-3, 4, 5, 8, 10-11, 22-23, 42-43, 46-47, 62-63
LA. 1b Uses nonverbal responses in social settings to demonstrate understanding of key words and phrases (e.g., in greetings).	Student Book	Greetings, 6-7, 16, Nonverbally point, Unit B Chapter 1, 24, 25, Unit D chapter 1, 68–69, Unit 5 Chapter 1: 221
LA. 1c Gives appropriate nonverbal response (e.g., gesture, pointing to a picture) to questions about her/his basic needs (e.g., hunger, hot/cold, tired).	Student Book & Audio CD	Nonverbally pointing, Unit B Chapter 1, 24, 25, Unit D chapter 1, 68–69, Unit 5 Chapter 1: 221 Needs, 64, 65 282
Domain: LISTENING – GRADES 9-12 Goal B: Students use English to achieve academically in all content areas. Standard L.B.: Students demonstrate listening comprehension in a variety of academic settings.		
Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.1, C.2, C.3, C.4, C.5, D.1, D.2, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: A.4, A.6. B.3, C.1, C.2, C.4, D.3, E.1		

**Alaska ELP Beginning Standards 9-12
Correlation to Visions Intro.**

Beginning English Language Proficiency Standards	Component	Visions Intro
LB. 1a Uses nonverbal responses in academic settings to demonstrate basic understanding of key words and phrases in short oral presentations (e.g., drawing, matching picture with key vocabulary).	Student Book	Nonverbally point, Unit B Chapter 1, 24, 25, Unit D chapter 1, 68–69, Unit 5 Chapter 1: 221 Point and locate text features, Unit Openers 1-8, 82, 116, 150, 184, 218, 252, 288, 326
LB. 1b Responds verbally or non-verbally to short, linguistically and academically appropriate oral/aural materials (e.g., a videotaped model conversation).	Student CD ROM	Units A-D, Chapter 1 model conversations Units 1-8, Chapter 1
LB. 1c Responds appropriately to oral instructions for common academic tasks (e.g., “Write your name on your paper.”)	Student Book	Oral academic instructions 24-25, 49
Domain: LISTENING – GRADES 9-12		
Goal C: Students use English in socially and culturally appropriate ways.		
Standard L.C.: Students demonstrate comprehension of both verbal and nonverbal communications used in various social and cultural settings.		
Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.1, C.2, C.3, C.4, C.5, D.1, D.2, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: A.6, B.8, C.1, C.2, C.4, D.1, D.4, E.1, E.2		
LC. 1a Demonstrates understanding of meaning from both verbal and nonverbal messages.	Student Book	Verbal messages, 2-3, 22-23, 26-27, 42-43, 46-47, 62-63, 84, 94, 118, 128, 136, 152, 170, 186, 196, 204, 220, 230,
	Teacher’s Edition	Nonverbal messages, 3, 4, 5, 7
LC. 1b Responds to simple directions and questions using nonverbal communication (e.g., matching objects, pointing to an answer)..	Student Book	Units A-D, Units 1-8, pointing to answer, 2-3, 22-23, 26-27, 42-43, 46-47, 62-63, 84, 94, 118, 128, 136, 152, 170, 186, 196, 204, 220, 230,

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		238, 254, 257, 264, 272, 290, 300, 310, 328, 338, 348.
LC. 1c Independently responds to simple common social greetings and simple repetitive phrases (e.g., “Thank you.”; “You’re welcome.”).	Student Book	Thank you, 45, 68, 85 Repetitive phrases, 6-7, 12-13, 14, 24-25, 28-29, 44-45, 48-49, 64-65, 68-69, 85, 98, 105,
LC. 1d Restates words and short phrases as modeled.	Student Book	Units 1-8 Chapter 1, 6-7, 12-13, 14, 24-25, 28-29, 44-45, 48-49, 64-65, 68-69, 85, 98, 105, 119, 131, 139, 153, 166, 173, 189, 199, 207, 221, 223, 241, 255, 277, 291, 305, 315, 329, 343, 353;
Domain: SPEAKING – GRADES 9-12		
Goal A: Students communicate appropriately in English for social purposes.		
Standard S.A.: Students speak appropriately in English for personal expression in social interactions.		
Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.1, C.2, C.3, C.4, C.5, D.1, D.2, D.3, D.4		
Alaska Mathematics Content Standards: C.1, D.3, E.		
SA. 1a Repeats correctly simple, common phrases in both formal and information social interactions.	Student Book	Formal interactions, 7, 16, 68, Informal interactions, 6, 28, 29, 44, 45, 67, 85, 119, 153, 187
SA. 1b Responds with words or short phrases to questions that ask for basic personal information	Student Book	Personal information, 28-29, 96
	Activity Book	Personal information 28
SA. 1c Orally communicates basic needs (e.g., “May I get a drink?”).	Student Book	Basic needs, 64, 65 282

**Alaska ELP Beginning Standards 9-12
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Beginning English Language Proficiency Standards	Component	Visions Intro
Domain: SPEAKING – GRADES 9-12 Goal B: Students use English to achieve academically in all content areas. Standard S.B.: Students express themselves orally using academic English to participate in content area classrooms.		
Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.1, C.2, C.3, C.4, C.5, D.1, D.2, D.3, D.4		
Alaska Mathematics Content Standards: C.4, D.3		
SB. 1a Hears, says, and manipulates sounds (phonemes) of spoken English. Listen attentively and respond with gestures, native language, or yes/no responses.	Student Book	Phonemes- 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, Responds with gestures, native language, yes, no responses: Multi-level options, Unit D Chapter 2: 75, Unit 4 Chapter 2: 199-200, Unit 2 Chapter 2: 134-135, Unit 7 Chapter 2: 301
SB. 1b Participates in classroom group-response activities (e.g., chants, songs, choral reading).	Student Book	Chants, 27, 46, 56, 57, Choral dramatic readings, 320–321, 321
SB. 1c Responds to stories read aloud, using one or two words or short phrases.	Student Book & Audio CD	Responds to stories read aloud 96-97, 104-105, 130-131, 138-139, 164-165, 172-173, 198-199, 206-207, 232-233, 240-241, 266-267, 274-276, 302-305, 312-315, 340-343, 350-353.
SB.1d Responds with gestures or other non-verbal language to simple questions related to the immediate academic context.	Student Book	Gestures/ pointing, Unit A-D Chapters 1: 2-3, 4, 5, 8, 10-11, 22-23, 42-43, 46-47, 62-63
Domain: SPEAKING – GRADES 9-12 Goal C: Students use spoken English in socially and culturally appropriate ways. Standard S.C.: Students use a variety of oral language and non-verbal expression according to audience, purpose and social setting.		

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Beginning English Language Proficiency Standards	Component	Visions Intro
Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.1, C.2, C.3, C.4, C.5, D.1, D.2, D.3, D.4		
Alaska Mathematics Content Standards: A.6		
SC. 1a Demonstrates a limited vocabulary based on personal interest and knowledge (e.g., favorite sport, food, music).	Student Book	Food, 254–257, 266, 272, 273, 274–278, 275–277 Family, 118, 129 Sports, 154 Clothing, 42–44, 292–293 After school activities, 152-154 Holidays, 307 Home, 186, 186–188 Jobs, 328–330 Meals, 254, 255, 265, 270 Money, 290–292, 310–311, 312–316
SC. 1b Responds to messages by asking simple questions or by brief restatement of the message.	Student Book	Ask questions 94, 105, 106, 162, 204, 230, 234, 239, 242, 265, 305, 300, 348, 372-374
SC. 1c Identifies key details and concepts in oral presentations by using both simple verbal and nonverbal responses.	Student Book	Active Listening Comprehension Checklist, 111, 145, 179, 213, 283, 321, 359
Domain: READING – GRADES 9-12		
Goal A: Students communicate in English for social purposes.		
Standard R.A.: Students read to comprehend written English for personal information and enjoyment.		
Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.2, C.5, D.1, D.2, D.3, D.4, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: A.6, B.2, D.1, D.2		

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Beginning English Language Proficiency Standards	Component	Visions Intro
RA.1a Chooses to participate in reading activities, e.g., listens attentively during read-aloud, attempts to participate in text-based discussions, and engages with non-print materials such as picture books.	Student Book	Listen, Speak, Interact, 4-5, 6-7, 12-13, 14, 24-25, 28-29, 44-45, 48-49, 64-65, 68-69, 85, 98, 105, 119, 131, 139, 153, 166, 173, 189, 199, 207, 221, 223, 241, 255, 277, 291, 305, 315, 329, 343, 353;
RA.1b Creates a simple dictionary of words frequently used by the student	Student Book	Creates a personal dictionary, 40, 115, 149, 182, 217, 251, 287, 325, 363;
RA. 1c Identifies facts and comparisons in simple informational materials, including graphics.	Student Book	Facts in informational material, 96-97, 98
RA. 1d Demonstrates an understanding of sequence in printed text.	Student Book	Sequence, 164, 165, 166, 305, 339
Domain: READING – GRADES 9-12		
Goal B: Students use English to achieve academically in all content areas.		
Standard R.B.: Students comprehend meaning from a variety of written texts.		
Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.2, C.5, D.1, D.2, D.3, D.4, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: B.3		
RB. 1a Recognizes environmental print and can decode simple texts, e.g., rhyming words, her/his own names, text accompanied by a picture clue.	Student Book	Environmental print, 222-223 Rhyming words, 12, 15, 129, 231 Text with picture clues,
	Activity Book	Environmental print, 148
RB. 1b Recognizes and produces most English phonemes.	Student Book	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

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RB. 1c Uses pictures, lists, charts and tables to identify the sequence of events in simple literary texts.	Student Book	Sequence, 164, 165, 166, 305, 339
Domain: READING – GRADES 9-12 Goal C: Students use English in socially and culturally appropriate ways. Standard R.C.: Students comprehend, interpret and evaluate a variety of texts from various authors, cultures, historical periods and perspectives.		
Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.2, C.5, D.1, D.2, D.3, D.4, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: None.		
RC. 1a Unprompted, interacts with texts, and participates in text-based activities to the fullest extent possible.	Student Book	Reading Strategies, 96, 102, 130, 138, 164, 172, 198, 206, 232, 240, 266, 274, 302, 312, 340, 350; Listen, Speak, Interact, 4-5, 6-7, 12-13, 14, 24-25, 28-29, 44-45, 48-49, 64-65, 68-69, 85, 98, 105, 119, 131, 139, 153, 166, 173, 189, 199, 207, 221, 223, 241, 255, 277, 291, 305, 315, 329, 343, 353;
RC. 1b Creates a simple dictionary of words frequently used by the student.	Student Book	Creates a personal dictionary, 40, 115, 149, 182, 217, 251, 287, 325, 363;
RC.1c Identifies facts and comparisons in simple informational materials, including graphics.	Student Book	Identifies facts in informational materials, 239, 241, 274, 343
Domain: WRITING – GRADES 9-12 Goal A: Students communicate in English for social purposes. Standard W.A.: Students write in English for personal expression and enjoyment.		
Alaska English/Language Arts Content Standards: A.1, A.2, A.3, A.4, A.5, C.1, C.2, C.3, C.4, C.5, D.1, D.2, D.3, D.4, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: C.1		

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WA. 1a Identifies and uses correctly, with assistance, basic vocabulary, mechanics, and sentence structures in a piece of writing.	Student Book	Units A-D 2-7, 22-29, 42-47, 62-69 Units 1-8 Chapter 1 84-93, 118-127, 152-161, 186-195, 220-229, 290-299, 328-337
WA. 1b Organizes and records content area information on pictures, lists, charts, and tables.	Student Book	Units 1-8 Chapter 102-108, 136-142, 170-176, 204-211, 238-245, 272-281, 310-319, 348-357
WA. 1c Completes short forms that ask for basic personal information (e.g., job application).	Student Book	Complete forms, 94, 96, 98, 112-113
Domain: WRITING – GRADES 9-12		
Goal B: Students use English to achieve academically in the content areas.		
Standard W.B.: Students write using academic English to participate in the content area classroom.		
Alaska English/Language Arts Content Standards: A.1, A.2, A.3, A.4, A.5, C.1, C.2, C.3, C.4, C.5, D.1, D.2, D.3, D.4, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: C.1		
WB. 1a Writes phrases and simple sentences that use basic structural words (nouns, verbs, adjectives, adverbs), with some assistance	Student Book	Writing, 91, 100-101, 108-109, 125, 134-135, 142-143, 159, 168-169, 176, 177, 193, 202-203, 210-211, 227, 236-237, 244-245, 261, 270-271, 280-281, 297, 308-309, 318-319, 335, 346-347, 356-357; Writer’s Workshop, 112-113, 146-147, 180- 181, 214-215, 248-249, 284-285, 322-323, 360- 361;
WB. 1b Accurately uses key words presented and emphasized in content lessons (e.g., on literature, math, science worksheets).	Student Book	Write key words, 19, 155, 156, 157, 159, 272, 278, 339
WB. 1c Accurately responds with phrases and simple sentences to prompts about spoken/read content area text.	Student Book	Writes academic sentences, 108, 142, 176, 210, 244, 280, 318, 356

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Beginning English Language Proficiency Standards	Component	Visions Intro
Domain: WRITING – GRADES 9-12		
Goal C: Students use English in socially and culturally appropriate ways.		
Standard W.C.: Students write using appropriate language, variety, register and genre according to audience, purpose, and setting.		
Alaska English/Language Arts Content Standards: A.1, A.2, A.3, A.4, A.5, C.1, C.2, C.3, C.4, C.5, D.1, D.2, D.3, D.4, E.1, E.2, E.3, E.4		
Alaska Mathematics Content Standards: C.1, D.4, D.5		
WC 1a Uses conventions of Standard English with some assistance.	Student Book	Use conventions of English, 91, 109, 125, 143, 147, 159, 169, 177, 181, 193, 245, 319, 323, 347, 357, 361
WC 1b Uses labels for key parts of common objects, describes common activities, and expresses common emotions.	Student Book	Use labels 20, 40, 60, 80, 92, 114-115, 126, 148, 161, 169, 177, 195, 203, 211, 228, 250-251, 262, 286-287, 298, 324-325, 336, 362-363;
WC 1c Uses models to write short texts (e.g., descriptions of her/his day, a pet, a favorite place).	Student Book	Uses models to write Writing, 91, 100-101, 108-109, 125, 134-135, 142-143, 159, 168-169, 176, 177, 193, 202-203, 210-211, 227, 236-237, 244-245, 261, 270-271, 280-281, 297, 308-309, 318-319, 335, 346-347, 356-357; Writer’s Workshop, 112-113, 146-147, 180-181, 214-215, 248-249, 284-285, 322-323, 360-361;