

Massachusetts

BENCHMARKS AND ELL OUTCOMES 9-12

**Correlation to
VISIONS INTRO**

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Level	BEGINNING	Component	VISIONS INTRO
	S.1 Vocabulary Outcomes		
1.	Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects. (FL 2)	Student Book	Build Vocabulary 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, 197, 205, 222-223,
2.	Demonstrate comprehension of words that express basic personal needs (such as <i>transportation, housing</i>);	Student Book	Personal needs, 64, 65, 282 Transportation needs, 221
	personal likes and dislikes;	Student Book	Expresses likes, 45, 255, 256-257, 259
		Teacher's Edition	Expresses dislikes, 111
	personal information (such as <i>age, address, family</i>); and school-related information (such as <i>teacher's name, schedule, routines</i>). (FL 2)	Student Book	Personal information, 28-29, 96, 100, 134 Class Schedule, 97 After school schedule, 155 Bus Schedule, 228 Routines, 153, 154-157, 160, 178
3.	Demonstrate comprehension of vocabulary essential for grade-level content learning using pictures, actions, and/or objects. (link to FL 7)	Student Book	Math, 102-103, 204-205, 206-207, 209, 310-311, Science, 137-139, 339, Social studies, 171-173, 239-240, 330, 349 Health, 273- 277, Language Arts, 301
	Communication		

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4.	Express basic personal needs and information (such as <i>health, food, clothing, weather, recreation</i>) and school-related information, using spoken words and phrases. (FL 1, MELA -O, 2 vocabulary)	Student Book	Health, 272-281 Food, 254-263 Clothing, 290-299 Recreation, 152-161
5.	Employ vocabulary essential for grade-level content learning (see various Massachusetts <i>Curriculum Frameworks</i>). (link to FL 7)	Student Book	Math, 102-103, 204-205, 206-207, 209, 310-311, Science, 137-139, 339, Social studies, 171-173, 239-240, 330, 349 Health, 273- 277, Language Arts, 129, 132, 301, 306
6.	Classify previously learned words by content themes or topics (link to ELA	Student Book	Classify words, 102, 114, 136-139, 148, 204, 239, 242, 272, 277, 282, 286, 310, 315, 324, 330331, 334, 338, 343, 359
	Increasing Word Knowledge		
7.	Determine meanings of words with inflections (<i>looks, looked, looking</i>) by using knowledge of base words (<i>look</i>) and inflections. (link to ELA 4.4)	Student Book	Inflections, 334, 345, 376, 339
8.	Identify words in English that are frequently used in the student's own first language. (FL 5.6)	Teacher's Edition	English to Spanish cognates, T397-T399
9.	Predict the meaning of unknown compound words (such as <i>daydream, snowman</i>), using knowledge of individual words. (ELA 4.7)	Student Book	Compound Words, 76–77, 167, 192, 216
	Strategies		
10.	Identify linguistic characteristics of English words and compare and contrast them with words from the student's own first language. (link to FL 5.4)	Teacher's Edition	English to Spanish cognates, T397-T399

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11.	Clarify meanings of words using beginning and bilingual dictionaries. (link to ELA 4.8)	Teacher's Edition	Personal Dictionary, TE/ 40, 87,
		Student Book	Dictionary, 58, 146, 163, 171, 214, 223, 296, 311, 339 Picture dictionary, 140, 193
Beg.	S.2 Social Interaction Outcomes		
	Comprehension		
1.	Demonstrate comprehension of everyday expressions (such as " <i>Hi, how are you?</i> " " <i>See you later.</i> ") used in interpersonal interactions. (link to FL 2)	Student Book	Greetings introductions, 6-7, 16,
2.	Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics (such as <i>family, social, school</i>). (link to FL 2.2)	Student Book	Family, 118-126 Social, 153, 155, 156 School, 4-5, 6-7,
3.	Demonstrate comprehension of simple oral requests. (FL 2)	Student Book	Requests, 64-65, 85, 255, 259,
4.	Demonstrate comprehension of interpersonal conversations when spoken to slowly and with frequent repetitions. (FL 2, MELA -O, 2 comprehension)	Student Book	Interpersonal conversations, 6-7, 24-25, 28, 44-45, 48-49, 65, 67, 68-69 85, 119, 153, 187, 221, 255, 291, 329,
Beg.	Communication		
5.	Ask and answer concrete questions about familiar content. (FL 1.3)	Student Book	Ask and answer questions, 6, 27, 44, 59, 67 68-69, 103, 190-191, 219, 236, 244
6.	Describe people, places, and things orally, using some	Student	People, 118, 129, Places, 62, 63, 66, 186-188;

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	detail. (link to FL 3.4)	Book	Things, 254, 255, 265, 270
7.	Make simple oral requests and grant permission. (link to FL 1.4)	Student Book	Make simple oral requests 6, Request assistance, 221, 255
9.	Recount prior experiences and events of interest, using familiar sentences. (link to FL 1.5)	Student Book	Retell/recount, 106, 132, 140, 166, 174, 200, 208, 234, 242, 268, 278, 306, 354
10.	Employ words, phrases, and sentences in social interactions related to everyday topics. (MELA –O, 2 fluency, FL 1)	Student Book	Social interactions 6-7,24-25, 28, 44-45, 48-49, 65, 67, 68-69 85, 119, 153, 187, 221, 255, 291, 329
Beg.	Culturally Appropriate Language		
11.	Gain the attention of others by speaking in culturally and age appropriate ways. (link to ELA 6.3)	Student Book	Take turns, (Listen, Speak, Interact), 85, 98, 105, 119, 131, 139, 153, 166, 173, 189, 199, 207, 221, 223, 241, 255, 277, 291, 305, 315, 329, 343, 353;
12.	Identify nonverbal cues (such as <i>gestures, facial expressions, body postures</i>) that connote different meanings depending on their cultural or social context. (link to FL 4)	Student Book	Nonverbal cues, 2-3, 5, 7, 23-25, 46 Gestures, facial expressions, body postures, 110-111, 144-145, 178-179, 212-213, 246-247, 282-283, 320-321, 358-359;
13.	Employ appropriate volume of voice in each of various contexts.	Student Book	Speaking Checklist, 111, 145, 179, 213, 247, 283, 321, 359
Beg.	Pronunciation		

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14.	Demonstrate understanding of differences in English intonation patterns (such as <i>rising intonation in “yes-no” questions</i>). (MELA-O, 2 pronunciation)	Student Book	Intonation patterns, 133, 267, 269, 279, 320–321, 325, 345
15.	Demonstrate understanding of word stress patterns in spoken English. (MELA -O, 2 pronunciation)	Student Book	Expression/stress, 175, 201, 267, 269, 279, 320–321, 325, 345
		Teacher Edition	Pronunciation, 171
Beg.	Grammar/Syntax		
16.	Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. (MELA –O, 2 grammar)	Student Book	Grammar Focus, 88-89, 122-123, 156-157, 190-191, 224, 225, 258-259, 294-295, 332-333;
Beg.	Cultural Perspectives		
17.	Compare personal experiences and perspectives with those of other cultures. (FL 6.4)	Student Book	Connect Experiences, 170, 213, 270–271 Connect to culture information, 213, 270–271
18.	Compare aspects of cultures, appropriate to age. (link to FL 6.5)	Student Book	Compare cultures, 170, 213, 270–271
19.	Observe and imitate how others speak and behave in various settings.	Student Book	Speaking in settings: 111, 145, 179, 213, 247, 283, 321, 359
20.	Request help, feedback, and clarification. (link to FL 1.9)	Student Book	Request help, 6, 219, 234, 236, 244, 250 Request clarification, 219, 236, 244, 250
Beg.	S.3 Academic Interaction Outcomes		

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1.	Demonstrate comprehension of oral directions that include visual cues. (link to FL 2.1)	Student Book	Oral directions that include visual cues, 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, 197, 205, 222-223, 231, 239, 256-257, 265, 273, 292-293, 301, 311, 330-331, 339, 349;
2.	Demonstrate comprehension of one-step oral directions. (FL 2.1)	Student Book	One step oral directions , 24, 26, 27, 45, 49, 58, 85, 120, 226, 259
3.	Demonstrate understanding when simple information is given. (link to FL 2.4)	Student Book	Demonstrate understanding of simple information, 2-3, 22-23, 26-27, 42-43, 46-47, 62-63, 66-67, 86-87, 95,103,
4.	Demonstrate comprehension of a simple story or poem that is heard using prior knowledge or visual cues.	Student Book	Story comprehension, 132, 166, 200, 268 Poems, 38, 58, 75
5.	Identify a main event from a story that is heard. (link to ELA 8.2)	Student Book	Main event, 130, 131, 132, 138, 139, 140, 243, 307
6.	Identify the beginning, middle, and end of a story that is heard. (link to ELA 8.7)	Student Book	Beginning, middle, and end, 163-166, 168, 301-306
7.	Identify the characters and setting of a story that is heard. (link to ELA 12.1)	Student Book	Characters, 163, 166, 180-181 Setting, 163, 166
8.	Demonstrate comprehension of oral questions on academic content that require short answers.	Student Book	Academic content questions, 106, 132, 140, 166, 174, 200, 208, 234, 242,268, 278, 306, 316, 344, 354,

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9.	Identify important information about academic content, using prior knowledge and/or visual cues as needed. (link to ELA 8.5)	Student Book	Prior knowledge, 94, 102, 128, 136, 162, 170, 196, 204, 230, 238, 264, 272, 300, 310, 338, 348.
10.	Demonstrate comprehension of simple sentences, including statements, questions, and commands, when spoken slowly, and with repetitions as needed. (MELA -O, 2 comprehension)	Student Book	Sentences and statements 16, 27, 38, 46, 56, 57, 58, 78, 89, 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. Commands, 24-25
Beg.	Communication		
11.	Give one-step directions.	Student Book	One step oral directions , 24, 26, 27, 45, 49, 58, 85, 120, 226, 259
12.	Make and respond to oral requests. (FL 1.4)	Student Book	Oral requests, 6, 219, 234, 236, 244, 250
13.	Express confusion.	Teacher Edition	Learn to ask questions when confused, 139, 157, 164, 173,
14.	Ask and respond to questions to clarify information. (FL 1.9)	Student Book	Question to clarify, 219, 236, 244, 250, 336
15.	Ask and respond to questions (<i>who? what? where? when?</i>) based on a text that is heard. (link to ELA 8.15)	Student Book	Wh questions, 234, 236
		Teacher Edition	Wh- questions, 304, 357, 360

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16.	Retell events in a simple story using relevant words and phrases.	Student Book	Retell events, 106, 132, 140, 166, 174, 200, 208, 234, 242, 268, 278, 306, 354
17.	Restate a main event from a story that is heard. (link to ELA 8.7)	Student Book	Main idea/event, 130, 131, 132, 138, 139, 140, 243, 307
18.	Respond briefly to questions on academic content.	Student Book	Respond briefly to questions on academic content, 106, 132, 140, 166, 174, 200, 208, 234, 242, 268, 278, 306, 316, 344, 354,
19.	Retell steps of a process in logical order. (link to FL 3.6)	Student Book	Retell, 106, 132, 140, 166, 174, 200, 208, 234, 242, 268, 278, 306, 354
20.	Retell the beginning, middle, and end of a story that is heard. (link to ELA 12.1)	Student Book	Beginning, middle, and end, 163-166, 168, 301-306,
21.	Compare and contrast information orally.	Student Book	Compare and contrast, 98, 111, 213, 321
22.	Make predictions or inferences based on a story or information that has been heard.	Student Book	Predict, 198–199, 206–207, 300, 301, 302, 303 Activity Book : Predict, 137, 143, 196, 197
Beg.	Culturally Appropriate Language		
23.	Identify and follow classroom expectations and conventions (such as <i>raising hand</i> , <i>taking turns</i>). (link to ELA 1.1)	Student Book	Classroom commands, 24-25
24.	Use appropriate words, phrases, and expressions to interact with peers and adults.	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,

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			119, 131, 139, 153, 166, 173, 189, 199, 207, 221, 223, 241, 255, 277, 291, 305, 315, 329, 343, 353;
Beg.	Grammar /Syntax		
25.	Use familiar phrases and statements orally with basic grammar patterns. (MELA -O, 2 grammar and fluency)	Student Book	Grammar Focus, 88-89, 122-123, 156-157, 190-191, 224, 225, 258-259, 294-295, 332-333;
Beg.	Strategies		
26.	Identify verbal and nonverbal cues to determine when to focus attention.	Student Book	Nonverbal cues, 2-3, 5, 7, 23-25, 46 179 Verbal message, 111, 145, 179, 213, 283, 321, 359
27.	Identify whom to consult for assistance.	Student Book	Polite requests, 259 Request assistance from native speakers, 221, 255
		Teacher's Edition	Ask For Assistance, TE/119
28.	Connect new information to prior knowledge.	Student Book	Prior knowledge, 94, 102, 128, 136, 162, 170, 196, 204, 230, 238, 264, 272, 300, 310, 338, 348.
Level Beg.	S.4 Presentation Outcomes		
1.	Plan, rehearse, and orally present information about personal experiences or interests, using visual cues as needed. (link to ELA 3.1)	Student Book	Listening Speaking Workshops, 110-111, 144-145, 178-179, 212-213, 246-247, 282-283, 320-321, 358-359;
2.	Plan, rehearse, and present information in a brief	Student	Listening Speaking Workshops, 110-111, 144-145,

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	report, using visual cues. (link to FL 3.6)	Book	178-179, 212-213, 246-247, 282-283, 320-321, 358-359;
3.	Plan, rehearse, and present information on planned activities or cultural topics. (link to FL 3.11)	Student Book	Listening Speaking Workshops, 110-111, 144-145, 178-179, 212-213, 246-247, 282-283, 320-321, 358-359;
4.	Maintain focus on a topic during presentation. (ELA 3.2)	Student Book	Listening Speaking Workshops, 110-111, 144-145, 178-179, 212-213, 246-247, 282-283, 320-321, 358-359;