

TESOL STANDARDS
Correlation to
VISIONS INTRO

**TESOL Standards
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TESOL Standards	Component	Visions Intro
Goal 1: To Use English to Communicate in Social Settings .		
1.1 Participate in social interactions.	Student Book	Units A-D, Chapters 1 Social interactions 6-7,24-25, 28, 44-45, 48-49, 65, 67, 68-69 Units 1-8 Chapters 1 Social interactions 85, 119, 153, 187, 221, 255, 291, 329,
1.2 Interact in English for personal expression and enjoyment	Student Book	Units A-D & !-8: 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; Units A-D Chapters 3 Reading and writing, 16, 38, 58, 78 Further Reading, 115, 149, 182, 217, 251, 287, 325, 363;
	Heinle Mini-Readers	<i>First Day of School, Here is My Family, After School Work, Teenagers in the Morning, Saturday Afternoon, Friends at Lunch, Working at the Supermarket, Career Day at School, Holiday Scrapbook, Joel's Senior Yearbook</i>
1.3 Use learning strategies to communicative competence	Student Book	Learning Strategies, 365 Audiences Effective rate, 141, 267, 269 Cognitive Strategies, 365

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<p>1.3 Use learning strategies for communicative competence <i>(Continued)</i></p>	<p>Student Book</p>	<p>Employ Self Corrective Techniques, 91, 109, 111, 125, 143, 145, 147, 156, 159, 177, 179, 181, 193, 209, 214, 245, 282, 283 Metacognitive Strategies, 365 Monitor Reading, 199, 207 Oral language production, 111, 145, 179, 209, 214, 282, 283 Written language production, 91, 109, 125, 143, 147, 159, 169, 177, 181, 193, 245 Phrases, 87, 99, 159 Repertoire Of Strategies Look for patterns in language, 112–113 Request assistance from native speakers, 221 Reuse Concepts In Different Ways, 20, 40, 60, 80, 92, 114–115, 126, 148–149, 160, 182–183, 216–217, 250–251, 286–287, 298, 324–325, 336–337, 362–363 Reuse Language In Different Ways, 20, 40, 60, 80, 92, 114–115, 126, 148–149, 160, 182–183, 216–217, 250–251, 286–287, 324–325, 336–337, 362–363 Social Strategies, 114, 115, 149, 183, 216, 217–218, 219, 236, 244, 250, 251 Strategic Learning Techniques To Acquire Vocabulary Contrastive analysis, 98, 213, 321 Imagery memorization, 2–5, 8–11, 22–23, 30–32, 34, 35, 90, 266</p>

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<p>1.3 Use learning strategies for communicative competence <i>(Continued)</i></p>	<p>Student Book</p>	<p>Use Prior Knowledge, 94, 102, 105, 112–113, 128, 136, 137, 162, 170, 196, 204, 264, 272, 300, 310, 338, 348 Semantic mapping, 2–3, 4–5, 6, 16, 22–23, 26, 27, 42–43, 50, 51, 62–65, 82–83, 85, 86, 186, 187, 222, 254, 256, 291 Use Accessible Language Learn essential language in the process, 4–7, 16, 25–29, 38 Learn new language in the process, 4–7, 16, 38 Use Concepts In Different Ways, 89, 91, 92, 100, 125, 146, 159, 160, 172, 180, 193, 202, 214, 228, 231, 236, 250, 261, 270, 280, 284, 285, 286, 308, 318, 322, 335, 346, 356, 360 Use Language In Different Ways, 89, 91, 92, 100, 125, 146, 159, 160, 172, 180, 193, 202, 214, 228, 231, 236, 250, 261, 270, 280, 284, 285, 286, 308, 318, 322, 335, 346, 356, 360 Use Prior Experience, 230, 238</p>
<p>Goal 2: To use English to achieve academically in all Content Areas</p>		
<p>Standards</p> <p>2.1 Use English to interact in the classroom</p>	<p>Student Book</p>	<p>Units 1-8 Chapters 2& 3 (Content areas) Listen, Speak, Interact, 105, 119, 131, 139, 166, 173, 199, 207, 223, 241, 277, 305, 315, 343, 353;</p>

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2.2 Use English to provide subject matter information in spoken and written form	Student Book	Units 1-8 Chapters 2 & 3, Spoken form, 105, 119, 131, 139, 166, 173, 199, 207, 223, 241, 277, 305, 315, 343, 353; Written form: 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;
2.3 Use learning strategies to construct and apply academic knowledge	Student Book	Learning Strategies, 365 Prereading , 96, 104, 130, 138, 164, 172, 198, 206, 232, 240, 266, 274, 302, 312, 340, 350 Reading strategies, 96, 102, 130, 138, 164, 172, 198, 206, 232, 240, 266, 274, 302, 312, 340, 350; Writing strategies, 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;
	Teacher's Edition	Questioning for clarification, 104, 164, 166, 191, 221, 234, 240, 246, 255, 276, 329, 254, 351, 362, 372
Goal 3: To use English in socially and culturally appropriate way		
3.1 Use appropriate language variety, register, and genre according to audience, purpose, setting	Teacher's Edition	Formal and Informal registers, 6-7 Appropriate language variety see Projects,

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		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;
<p>Standards 3.2 Students will use nonverbal communication appropriate to audience, purpose, and setting</p>	Student Book	<p>Nonverbal communication – point, 2-3, 22-23, 26-27, 42-43, 46-47, 62-63, Nonverbal communication 3, 4, 5, 7 Eye contact, 110, 111, 179, 283, 320, 321, 359</p>
<p>3.3 Students use appropriate learning strategies to extend sociolinguistic and sociocultural competence.</p>	Teacher’s Edition	<p>Learning Strategies, 365 Questioning for clarification, 104, 164, 166, 191, 221, 234, 240, 246, 255, 276, 329, 254, 351, 362, 372</p> <p>Socio cultural- 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</p> <p>Sociolinguistic,- Group Speaking and Writing, 115, 148, 182, 216, 250, 286, 324, 362</p> <p>Culture- compare with other’s experiences, 170, 213 Own experiences, 170, 213 Holidays, traditions, 307</p>

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