

A Correlation of

Scott Foresman • Addison Wesley

en**Vision**MATH™
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Arizona
English Language Proficiency
(ELPS) Standards

Grades K–6



M/M-160

INTRODUCTION

This correlation shows the alignment between **Scott Foresman – Addison Wesley enVisionMATH**, copyright 2011, to the *Arizona English Language Proficiency (ELPS) Standards (2004)*. Correlation page references are to the Teacher's Edition and are cited for objectives that include linguistic skills and knowledge in the content area of math. Lessons in the Teacher's Edition include facsimile pages of the Student Edition. References to *Interactive Lesson Support for English Language Learners* are also included. *Interactive Lesson Support for English Language Learners* is a lesson-by-lesson companion to Scott Foresman – Addison Wesley enVisionMATH and Scott Foresman – Addison Wesley enVisionMath en español. It has been designed to provide manageable support for teachers and their students who are challenged by language issues in Mathematics, no matter what their first language may be.

The en**Vision**MATH™ program is based around scientific research on how children learn mathematics as well as on classroom-based evidence that validates proven reliability.

Personalized Curriculum

en**Vision**MATH™ provides 20 (16 in Kindergarten) focused topics that are coherent, digestible groups of lessons focusing on one or a few related content areas. A flexible sequence of topics is small enough for a district to rearrange into a personalized curriculum that matches the sequence preferred by the district. The curriculum is designed so that all standards can be taught before the major mathematics testing.

Instructional Design

en**Vision**MATH™ teaches for deep conceptual understanding using research-based best practices. Essential understandings connected by Big Ideas are explicitly stated in the Teacher's Edition. Daily Spiral Review and the Problem of the Day focus foundational skills and allow for ongoing practice with a variety of problem types. Daily interactive concept development encourages students to interact with teachers and other students to develop conceptual understanding.

Visual Learning allows students to benefit from seeing math ideas portrayed pictorially as well as being able to see connections between ideas. en**Vision**MATH™ created a Visual Learning Bridge which is a step-by-step bridge between the interactive learning activity and the lesson exercises to help students focus on one idea at a time and see the connections within the sequence of ideas. The strong sequential visual/verbal connections deepen conceptual understanding for students of all learning modalities and are particularly effective with English language learners and struggling readers. Guiding questions in blue type help the teacher guide students through the examples, ask probing questions to stimulate higher order thinking, and allow for checking of understanding.

Differentiated Instruction

en**Vision**MATH™ engages and interests all students with leveled activities for ongoing differentiated instruction. A Teacher-Directed Intervention activity at the end of every lesson provides immediate opportunities to get students on track. In addition, ready made leveled learning centers for each lesson allow different students to do the same activity at different levels at the same time giving the teacher uninterrupted time to focus on reteaching students who require intervention. All centers can be used repeatedly due to the inclusion of a "Try Again" at the end. They can also be used for ongoing review and they can be used year after year. Topic-specific considerations for EL, Special Education, At-Risk, and Advanced students enable the teacher to accommodate the diverse learners in the classroom.

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**Scott Foresman—Addison Wesley enVisionMATH
to the
Arizona English Language Proficiency (ELPS) Standards**

Kindergarten

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Kindergarten	
ELL I	
English Language Proficiency Standards in Listening and Speaking	
Delivery of Oral Communications	
Standard:	
The student will express orally his or her own thinking and ideas.	
ELL Proficiency Standard	
Beginning	
1. Respond to greetings and leave-taking, with simple words, gestures, and other nonverbal behavior.	This objective is outside the scope of a math program.
2. Use gestures to communicate basic needs (e.g., points toward the door when needing to go to the restroom).	This objective is outside the scope of a math program.
3. Identify by name a few familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
4. Recite simple, familiar rhymes accurately. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
Early Intermediate	
1. Use common social greetings and simple repetitive phrases, using isolated words or strings of two- to three-word responses to initiate and respond to greetings, courtesies, and leave-taking (e.g., Hello. How are you? Thank you. You're welcome. See you later).	This objective is outside the scope of a math program.
2. Use utterances accompanied by gestures to indicate basic needs in social or classroom settings (e.g., says "bathroom" while pointing toward the door).	This objective is outside the scope of a math program.
3. Identify by name some familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
4. Recite simple, familiar rhymes and songs, using expressive phrasing and intonation. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Intermediate	
1. Respond to and initiate greetings, courtesies, and leave-taking, and provide basic personal information (e.g., name, address, age) related to the context of the conversation, using key words and short phrases.	This objective is outside the scope of a math program.
2. Communicate in a limited way some basic immediate personal and survival needs, using key words and short phrases (e.g., I'm hungry).	This objective is outside the scope of a math program.
3. Identify by name many familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
4. Recite familiar rhymes and songs, using clear and audible phrasing and intonation. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
Early Advanced	
1. Respond to most social interactions, including introducing self, asking about another person, and answering questions about personal information, using key words, phrases, and some simple sentences.	This objective is outside the scope of a math program.
2. Communicate immediate personal and survival needs, using key words, phrases, and some simple sentences.	This objective is outside the scope of a math program.
3. Identify by name most familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
4. Recite rhymes, songs, and poems, using key words, phrases, and simple sentences. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
5. Retell simple stories, including some detail. (s) (m) (ss)	Retelling of simple stories is accomplished throughout the curriculum especially in the <i>Interactive Learning</i> and <i>Interactive Math Story</i> features. Representative references follow: Grade K: Topic 1: 1E-1F, 1I-1J 5, 7, 9,11 Topic 2: 15I-15J, 17, 19, 20A, 21, 23, 25 Topic 7: 113I-1113J, 115, 117, 119, 121 Topic 8: 135I-135J, 137, 145, 147 Topic 9: 151I-151J, 153, 155, 157, 159 Topic 10: 175I-175J, 177, 181, 183, 185 Topic 11: 193I-193J, 95, 197, 199, 201 Topic 13: 235I-235J, 237, 239, 241 Topic 14: 251I-251J, 253, 255, 257, 259 Topic 15: 269I-269J, 271, 273, 275, 277

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Advanced	
1. Participate in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, and asking and answering questions regarding personal information, using phrases and simple sentences.	This objective is outside the scope of a math program.
2. Communicate immediate and future personal and survival needs, using phrases and simple sentences.	This objective is outside the scope of a math program.
3. Describe familiar objects, people, and events using both general and more specific words and phrases. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
4. Recite rhymes, songs, and poems, using expressive wording and phrasing. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
5. Retell simple stories, placing events in sequence. (s) (m) (ss)	Grade K: Topic 14: 251A, 251C, 251E-251G, 251I-251J, 255A-256C, 257A-258C, 263A-264C Topic 15: 269C, 269E-269F, 269I-269J, 271A-272C, 273A-274C, 275A-276C Interactive Lesson Support for English Language Learners: 102, 103, 106, 108-110
Standard English Conventions	
Standard:	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Speak in isolated words (usually a single noun or verb), depending heavily on gestures to express meaning.	This objective is outside the scope of a math program.
Early Intermediate	
1. Speak in isolated words or strings of two to three words, depending on gestures to express meaning.	This objective is outside the scope of a math program.
Intermediate	
1. Speak in short patterns of words and phrases with habitual errors that sometimes impede communication.	This objective is outside the scope of a math program.
Early Advanced	
1. Speak in short phrases and simple sentences, with some errors, although the errors do not impede communication.	This objective is outside the scope of a math program.
Advanced	
1. Speak in short phrases and simple sentences, using the following English grammatical structures and linguistic forms with occasional errors:	This objective is outside the scope of a math program.
<ul style="list-style-type: none"> • verb tenses: present tense (including “to be”), past tense, and future tense; 	This objective is outside the scope of a math program.
<ul style="list-style-type: none"> • subject-verb agreement; and 	This objective is outside the scope of a math program.
<ul style="list-style-type: none"> • adjectives. 	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Comprehension of Oral Communications	
Standard:	
The student will listen actively to the ideas of others in order to acquire new knowledge.	
Beginning	
1. Respond to stories dramatized or read aloud, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures. (ss) [Repeated in Reading Comprehension]	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Arrange a series of familiar pictures in sequence. (s) (m) (ss)	Grade K: Topic 14: 251C, 251E, 251G, 255A-256C, 257A-258C, 263A-264C Topic 15: 269C, 269G, 271A-272C, 273A-274C Interactive Lesson Support for English Language Learners: 102, 103, 106, 109-110
3. Follow simple one-word written directions for classroom activities that are accompanied by picture cues.	This objective is outside the scope of a math program.
4. Comprehend a limited number of common words and simple phrases in conversations held on topics of personal relevance (e.g., basic greetings, leave-taking and courtesies), when spoken slowly and with extensive rephrasing, repetitions, and contextual clues.	This objective is outside the scope of a math program.
Early Intermediate	
1. Respond orally to stories dramatized or read aloud by answering simple questions using isolated words or strings of two- to three-word responses. (ss) [Repeated in Reading Comprehension]	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Arrange a series of familiar pictures in sequence and occasionally use key words and physical actions. (s) (m) (ss)	Grade K: Topic 14: 251C, 251E, 251G, 255A-256C, 257A-258C, 263A-264C Topic 15: 269C, 269G, 271A-272C, 273A-274C Interactive Lesson Support for English Language Learners: 102, 103, 106, 109-110
3. Follow simple one-step (two to three words) oral directions for classroom activities that are accompanied by picture cues. (s) (m)	Grade K: Following simple directions is an integral part of the curriculum. The following are representative examples: Topic 1: 1C, 3, 5, 910C, 12, 12C Topic 3: 35A-35, 36A, 38A, 38C, 42 Topic 4: 51, 52B-52C, 53, 54-54A, 55, 57 Topic 5: 75A, 76, 76C, 77, 78A, 80, 80C Topic 6: 99H, 100, 101, 102C, 103, 107 Topic 10: 175C-175D, 175G, 177, 179 Topic 11: 195, 196C, 198C, 199, 200C, 205 Topic 12: 211C, 211H, 213, 214C, 221 Topic 14: 251C, 254A, 254C, 258C, 257 Interactive Lesson Support for English Language Learners: 10, 11, 16, 43, 58, 59, 64, 79, 103

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
4. Comprehend a few common words and simple phrases in conversations on topics of personal relevance (e.g., social courtesies, basic needs), when spoken slowly with frequent rephrasing, repetitions, and contextual clues.	This objective is outside the scope of a math program.
Intermediate	
1. Respond orally to stories dramatized or read aloud by answering factual comprehension questions, using short patterns of words and phrases. (ss) [Repeated in Reading Comprehension]	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Arrange a series of pictures in sequence and use key words and physical actions. (s) (m) (ss)	Grade K: Topic 14: 251C, 251E, 251G, 255A-256C, 257A-258C, 263A-264C Topic 15: 269C, 269G, 271A-272C, 273A-274C Interactive Lesson Support for English Language Learners: 102, 103, 106, 109-110
3. Follow simple one- to two-step (two to five words) oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)	Grade K: Following simple directions is an integral part of the curriculum. The following are representative examples: Topic 2: 15C-15H, 16, 18-18A Topic 3: 35A-35, 36A, 38A, 38C, 42 Topic 4: 51, 52B-52C, 53, 54-54A, 55, 57 Topic 6: 99H, 100, 101, 102C, 103, 107 Topic 7: 113C, 113G-113H, 114 Topic 10: 175C-175D, 175G, 177, 179 Topic 11: 195, 196C, 198C, 199, 200C, 205 Topic 13: 235C, 235I-235J, 236 Topic 14: 251C, 254A, 254C, 258C, 257 Interactive Lesson Support for English Language Learners: 10, 11, 16, 43, 58, 59, 64, 79, 103
4. Comprehend some words, phrases, and short sentences in conversations on topics of personal relevance (e.g., social courtesies, personal information, basic needs, abilities), when spoken slowly with some rephrasing, repetitions, and contextual clues.	This objective is outside the scope of a math program.
Early Advanced	
1. Respond orally to stories read aloud by answering factual comprehension questions using key words, short phrases, and some simple sentences. (ss) [Repeated in Reading Comprehension]	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Identify basic sequences of events in stories read aloud. (s) (m) (ss)	Grade K: Topic 14: 251I-251J, 255, 257, 258C, 263 Topic 15: 269I-269J

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
<p>3. Follow short two- to three-step oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)</p>	<p>Grade K: Following simple directions is an integral part of the curriculum. The following are representative examples: Topic 1: 6, 6A, 7, 8, 10, 12 Topic 2: 17, 18, 20, 22, 24, 28 Topic 4: 52, 54, 56, 58, 59, 60, 62, 64, 65 Topic 7: 116, 118, 118A, 120, 124, 129 Topic 9: 153, 154, 155, 156, 158, 160, 167 Topic 10: 178, 180, 181, 182, 184, 186 Topic 12: 214, 215, 216, 218, 219, 220 Topic 13: 239, 240, 242, 244, 246, 248 Topic 15: 273, 275, 276, 278, 284 Topic 16: 290, 292, 294, 296, 298, 301</p>
<p>4. Comprehend many words, phrases, and short sentences in conversations on topics of personal relevance (e.g., social courtesies, personal information, basic needs, abilities), when spoken slowly with some rephrasing, repetitions, and contextual clues.</p>	<p>This objective is outside the scope of a math program.</p>
<p>Advanced</p>	
<p>1. Respond orally to stories read aloud by identifying the characters, setting, and key events of stories read aloud, using key words, short phrases, and simple sentences. (ss)</p>	<p>This objective includes linguistic skills and knowledge in the following content areas: social studies</p>
<p>2. Retell simple stories, placing events in sequence. (s) (m) (ss)</p>	<p>Grade K: Topic 14: 251I-251J, 255, 257, 258C, 263 Topic 15: 269I-269J</p>
<p>3. Follow short multiple-step oral directions for classroom and other activities in the presence of gestures and clear contextual clues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)</p>	<p>Grade K: Following simple directions with gestures and clear contextual clues is an integral part of the curriculum especially in the <i>Interactive Learning</i> and <i>Guided Practice</i> features. Representative references follow: Topic 1: 3, 5, 7, 9, 11A-12C Topic 2: 17, 19, 20A, 21, 23, 25, 27A-28C Topic 7: 115, 117, 119, 121, 123, 126A Topic 8: 137, 141A-142C, 147A-148C Topic 9: 153, 155, 157, 159, 170-170A Topic 10: 177, 181, 183, 185, 189A-190C Topic 11: 195, 197, 199, 201, 207A-208C Topic 13: 237, 239, 241, 247A-248C Topic 14: 253, 255, 257, 259, 261, 265 Topic 15: 271, 273, 275, 277, 281, 283</p>
<p>4. Comprehend a wide-ranging number of words, phrases, and sentences in sustained conversations on topics of personal relevance, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.</p>	<p>This objective is outside the scope of a math program.</p>

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
English Language Proficiency Standards in Reading	
ELL I	
Print Concepts	
The student will demonstrate understanding of print concepts of the English language.	
Beginning	
1. Demonstrate appropriate book handling skills (e.g., hold a book right side up and turn pages in the correct direction).	This objective is outside the scope of a math program.
Early Intermediate	
1. Demonstrate appropriate book handling skills (e.g., identify the front cover, back cover, and title page of a book).	This objective is outside the scope of a math program.
Intermediate	
1. Demonstrate appropriate book handling skills (e.g., recognize left to right and top to bottom directionality of English reading).	This objective is outside the scope of a math program.
2. Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, Exit and Danger signs).	This objective is outside the scope of a math program.
Early Advanced	
1. Demonstrate the command of left to right, top to bottom directionality, and return sweep when "reading" books.	This objective is outside the scope of a math program.
2. Recognize that sentences in print are made up of separate words and words represented by specific sequences of letters.	This objective is outside the scope of a math program.
Advanced	
1. Distinguish between printed letters and words.	This objective is outside the scope of a math program.
2. Demonstrate the one-to-one correlation between a spoken word and a printed word.	This objective is outside the scope of a math program.
3. Identify letters, words, and sentences.	This objective is outside the scope of a math program.
Phonetic Awareness & Decoding	
Standard:	
The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.	
Beginning	
1. Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language (e.g., for students whose first language is Spanish, consonant sounds such as k, l, m, n, p).	This objective is outside the scope of a math program.
Early Intermediate	

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
1. Produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language, including initial and final consonants (e.g., use words such as libro and clase or sentences such as <i>El libro esta en la clase</i> to demonstrate how students whose first language is Spanish can use Spanish to learn sound-letter correspondences).	This objective is outside the scope of a math program.
2. Distinguish spoken rhyming words from non-rhyming words.	This objective is outside the scope of a math program.
3. Identify the initial sounds (not letters) of a spoken word.	This objective is outside the scope of a math program.
Intermediate	
1. Produce some English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language, including long and short vowels (e.g., for students whose first language is Spanish, sounds such as th, ll, b)	This objective is outside the scope of a math program.
2. Identify rhyming words in response to an oral prompt.	This objective is outside the scope of a math program.
3. Identify the initial and final sounds (not letters) of a spoken word.	This objective is outside the scope of a math program.
4. Name some upper and lower case letters of the alphabet (e.g., uppercase and lowercase letters that are similar such as Ss, Pp, Cc).	This objective is outside the scope of a math program.
Early Advanced	
1. Produce many English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language.	This objective is outside the scope of a math program.
2. Produce rhyming words in response to an oral prompt.	This objective is outside the scope of a math program.
3. Move sequentially from sound to sound and represent the number and order of two and three isolated phonemes.	This objective is outside the scope of a math program.
4. Orally produce groups of words that begin with the same initial sound.	This objective is outside the scope of a math program.
5. Recognize and name many upper and lower case letters of the alphabet, including ones that are dissimilar (e.g., D d).	This objective is outside the scope of a math program.
Advanced	
1. Produce English graphemes represented by all the single-lettered consonants and vowels.	This objective is outside the scope of a math program.
2. Recognize that a new word is created when a specific letter is changed, added, or removed.	This objective is outside the scope of a math program.
3. Move sequentially from sound to sound and represent the number, order, and similarity or difference of two and three isolated phonemes.	This objective is outside the scope of a math program.
4. Orally blend many English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/ makes man).	This objective is outside the scope of a math program.

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
5. Recognize and name all upper and lower case letters of the alphabet.	This objective is outside the scope of a math program.
Vocabulary	
Standard	
The student will acquire English language vocabulary and use it in relevant contexts.	
(Some content also covered in Listening & Speaking)	
Beginning	
1. Sort a few common objects or pictures into basic categories (e.g., colors, foods, animals, shapes). (s) (m)	Grade K: Topic 1: 1A-1J, 1-2, 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C Interactive Lesson Support for English Language Learners: 1-5
2. Identify a few common signs, symbols, and labels in the environment, including traffic signs. (s) (m) (ss)	Grade K: Topic 2: 22-22A, 24C Topic 4: 54C Topic 7: 116, 118, 118C, 132
Early Intermediate	
1. Sort some common objects into basic categories (e.g., colors, foods, animals, shapes). (s) (m)	Grade K: Topic 1: 1A-1J, 1-2, 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C Interactive Lesson Support for English Language Learners: 1-5
2. Identify some common signs, symbols, and labels in the environment. (s) (m) (ss)	Grade K: Topic 2: 22-22A, 24C Topic 4: 54C Topic 7: 116, 118, 118C, 132
Intermediate	
1. Sort many common objects into basic categories (e.g., colors, foods, animals, shapes). (s) (m)	Grade K: Topic 1: 1A-1J, 1-2, 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C Interactive Lesson Support for English Language Learners: 1-5
2. Identify many common signs, symbols, and labels in the environment. (s) (m) (ss)	Grade K: Topic 2: 22-22A, 24C Topic 4: 54C, Topic 7: 116, 118, 118C, 132
Early Advanced	
1. Sort most common objects into basic categories (e.g., colors, foods, animals, shapes). (s) (m)	Grade K: Topic 1: 1A-1J, 1-2, 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C Interactive Lesson Support for English Language Learners: 1-5
2. Comprehend (point, label, name) with the aid of picture cues one or two simple grade-level words, when heard or read aloud. (s) (m) (ss)	Grade K: Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Topic 1: 3A-4, 5A, 6, 10C, 11, 12 Topic 3: 31E-31F, 33A-34, 43A-44

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 4: 49E-49F, 49, 51A-52, 55A-56, 68C Topic 5: 73E-73F, 81A-82, 87A-88 Topic 6: 99E-99F, 99, 101A-102 Topic 10: 175E-175F, 175, 183A-184A Topic 11: 193E-193F, 193, 201, 204C Topic 12: 219A-220, 221A-222, 229A-230 Topic 14: 251, 253A-254, 255A-256A Topic 16: 287E-287F, 291A, 295A-296A
Advanced	
1. Sort common objects into basic categories (e.g., colors, foods, animals, shapes). (s) (m)	Grade K: Topic 1: 1A-1J, 1-2, 3A-4C, 5A-6C, 7A-8C, 9A-10C, 11A-12C Interactive Lesson Support for English Language Learners: 1-5
2. Comprehend (point, label, name) with the aid of picture cues a few simple grade-level words, when heard or read aloud. (s) (m) (ss)	Grade K: Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher’s edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Topic 1: 1E-1F, 3, 6, 11 Topic 2: 15E-15F, 18C, 19-20 Topic 4: 49, 51, 54-55, 59 Topic 7: 116, 122, 122C, 126 Topic 8: 135E-135F, 138C, 140C Topic 10: 175E-175F, 175, 183A-184A Topic 12: 211E-211F, 222C, 225 Topic 13: 238C, 239, 242-242A Topic 15: 272, 274C, 276-276C Topic 16: 287E-287F, 289, 298C
Comprehending Text	
Standard:	
The student will analyze text for expression, enjoyment, and response to other related content areas.	
Beginning	
1. Respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Arrange a series of familiar pictures in sequence. (s) (m) (ss)	Grade K: Topic 14: 251C, 251E, 251G, 255A-256C, 257A-258C, 263A-264C Topic 15: 269C, 269G, 271A-272C, 273A-274C Interactive Lesson Support for English Language Learners: 102, 103, 106, 109-110
3. Follow simple one-word written directions for classroom activities that are accompanied by picture cues.	This objective is outside the scope of a math program.
4. Sometimes participate in choral reading by acting out its meaning	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Early Intermediate	
1. Respond orally to stories dramatized or read to him or her by answering simple questions, using isolated words or strings of two- to three-word responses. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Arrange a series of familiar pictures in sequence and occasionally use key words and physical actions.	This objective is outside the scope of a math program.
3. Follow simple one-step (two to three words) written directions for classroom activities that are accompanied by picture cues. (s) (m) (ss)	Grade K: Following simple directions is an integral part of the curriculum. The following are representative examples: Topic 1: 6, 6A, 7, 8, 10, 12 Topic 2: 17, 18, 20, 22, 24, 28 Topic 4: 52, 54, 56, 58, 59, 60, 62, 64, 65 Topic 7: 116, 118, 118A, 120, 124, 129 Topic 9: 153, 154, 155, 156, 158, 160, 167 Topic 10: 178, 180, 181, 182, 184, 186 Topic 12: 214, 215, 216, 218, 219, 220 Topic 13: 239, 240, 242, 244, 246, 248 Topic 15: 273, 275, 276, 278, 284 Topic 16: 290, 292, 294, 296, 298, 301
4. Often participate in choral reading by acting out its meaning.	This objective is outside the scope of a math program.
Intermediate	
1. Respond orally to stories dramatized or read to him or her by answering factual comprehension questions, using short patterns of words and phrases. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Arrange a series of pictures in sequence and use key words and physical actions. (s) (m) (ss)	Grade K: Topic 14: 251C, 251E, 251G, 255A-256C, 257A-258C, 263A-264C Topic 15: 269C, 269G, 271A-272C, 273A-274C Interactive Lesson Support for English Language Learners: 102, 103, 106, 109-110
3. Follow simple one- to two-step (two to five words) written directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Grade K: Following simple directions is an integral part of the curriculum. The following are representative examples: Topic 1: 3, 5, 7, 9, 11A-12C Topic 2: 17, 19, 20A, 21, 23, 25, 27A-28C Topic 7: 115, 117, 119, 121, 123, 126A Topic 8: 137, 141A-142C, 147A-148C Topic 9: 153, 155, 157, 159, 170-170A Topic 10: 177, 181, 183, 185, 189A-190C Topic 11: 195, 197, 199, 201, 207A-208C Topic 13: 237, 239, 241, 247A-248C Topic 14: 253, 255, 257, 259, 261, 265 Topic 15: 271, 273, 275, 277, 281, 283
4. Consistently participate in choral reading by acting out its meaning.	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Early Advanced	
1. Respond orally to stories read to him or her by answering factual comprehension questions using key words, short phrases, and some simple sentences. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Identify basic sequences of events in stories read aloud. (s) (m) (ss)	Grade K: Topic 14: 251C, 251E, 251G, 255A-256C, 257A-258C, 263A-264C Topic 15: 269C, 269G, 271A-272C, 273A-274C Interactive Lesson Support for English Language Learners: 102, 103, 106, 109-110
3. Follow short two- to three-step written directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Grade K: Following simple directions is an integral part of the curriculum. The following are representative examples: Topic 1: 6, 6A, 7, 8, 10, 12 Topic 2: 17, 18, 20, 22, 24, 28 Topic 4: 52, 54, 56, 58, 59, 60, 62, 64, 65 Topic 7: 116, 118, 118A, 120, 124, 129 Topic 9: 153, 154, 155, 156, 158, 160, 167 Topic 10: 178, 180, 181, 182, 184, 186 Topic 12: 214, 215, 216, 218, 219, 220 Topic 13: 239, 240, 242, 244, 246, 248 Topic 15: 273, 275, 276, 278, 284 Topic 16: 290, 292, 294, 296, 298, 301
4. Sometimes participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry that are read aloud.	This objective is outside the scope of a math program.
5. Restate information from expository text read aloud by the teacher, using key words, short phrases, and some simple sentences, with teacher support. (s) (m) (ss)	Grade K: Restating information is accomplished throughout the curriculum especially in the <i>Interactive Learning</i> and <i>Interactive Math Story</i> features. Representative references follow: Topic 1: 1E-1F, 1I-1J 5, 7, 9, 11 Topic 2: 15I-15J, 17, 19, 20A, 21, 23, 25 Topic 7: 113I-113J, 115, 117, 119, 121 Topic 8: 135I-135J, 137, 145, 147 Topic 9: 151I-151J, 153, 155, 157, 159 Topic 10: 175I-175J, 177, 181, 183, 185 Topic 11: 193I-193J, 95, 197, 199, 201 Topic 13: 235I-235J, 237, 239, 241 Topic 14: 251I-251J, 253, 255, 257, 259 Topic 15: 269I-269J, 271, 273, 275, 277
6. Make predictions about content based on book title and illustrations. (s) (m) (ss)	Grade K: Topic 1: 1I Topic 2: 15I Topic 3: 31I Topic 4: 49I Topic 5: 73I Topic 6: 99I Topic 7: 113I Topic 9: 151I Topic 10: 175I

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 12: 2111 Topic 14: 2511 Topic 15: 269I Topic 16: 287I
Advanced	
1. Identify the characters, setting, and key events of stories read to him or her, using key words, short phrases, and simple sentences. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Retell simple stories, placing events in sequence. (s) (m) (ss)	Grade K: Topic 14: 251C, 251E, 251G, 255A-256C, 257A-258C, 263A-264C Topic 15: 269C, 269G, 271A-272C, 273A-274C Interactive Lesson Support for English Language Learners: 102, 103, 106, 109-110
3. Follow short two- to three-step written directions for classroom activities. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Grade K: Following simple directions is an integral part of the curriculum. The following are representative examples: Topic 1: 3, 5, 7, 9, 11A-12C Topic 2: 17, 19, 20A, 21, 23, 25, 27A-28C Topic 7: 115, 117, 119, 121, 123, 126A Topic 8: 137, 141A-142C, 147A-148C Topic 9: 153, 155, 157, 159, 170-170A Topic 10: 177, 181, 183, 185, 189A-190C Topic 11: 195, 197, 199, 201, 207A-208C Topic 13: 237, 239, 241, 247A-248C Topic 14: 253, 255, 257, 259, 261, 265 Topic 15: 271, 273, 275, 277, 281, 283
4. Consistently participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry that are read aloud.	This objective is outside the scope of a math program.
5. Respond to basic comprehension questions about expository text read aloud by the teacher, using key words, phrases, and simple sentences. (s) (m) (ss)	Grade K: Comprehension questions are highlighted in the curriculum especially in the <i>Interactive Learning</i> and <i>Interactive Math Story</i> features. Representative references follow: Topic 3: 31I-31J, 33, 35, 41 Topic 4: 49I-49J, 51, 55, 57 Topic 5: 73I-73J, 79, 81, 83 Topic 6: 99I-99J, 101, 103, 107 Topic 8: 135I-135J, 137, 139, 145 Topic 11: 193I-193J, 95, 197, 199, 201 Topic 12: 211I-211J, 219, 225 Topic 13: 235I-235J, 237, 239, 241 Topic 15: 269I-269J, 271, 273, 275, 277 Topic 16: 287I-287J, 293, 297, 301
6. Make predictions about content based on book title, illustrations, and text. (s) (m) (ss)	Grade K: Topic 1: 11 Topic 2: 15I Topic 3: 31I Topic 4: 49I Topic 5: 73I

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 6: 99I Topic 7: 113I Topic 9: 151I Topic 10: 175I Topic 12: 211I Topic 14: 251I Topic 15: 269I Topic 16: 287I
English Language Proficiency Standards in Writing	
ELL I	
Writing Applications	
Standard:	
The student will express his or her thinking and ideas in a variety of writing genres.	
Beginning	
1. Respond with drawings to stories dramatized or contextualized by the teacher. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
Early Intermediate	
1. Relate short messages by drawing, dictating to an adult, or using imitative writing. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
Intermediate	
1. Relate short messages by drawing, dictating to an adult, using imitative writing, or writing key, self-selected words. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
2. Dictate friendly letters and thank-you notes.	
3. Draw a picture about ideas generated through class discussion.	This objective is outside the scope of a math program.
Early Advanced	
1. Relate messages (e.g., labels, lists, observations, directions, and letters) and short stories by drawing, dictating to an adult, using imitative writing, writing key, self-selected words, or writing one to two simple sentences. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
2. Participate in writing simple poetry, rhymes, songs, or chants.	This objective is outside the scope of a math program.
3. Use labels, captions, or picture descriptors to expand and enhance meaning (e.g., words that clearly go with the picture text).	This objective is outside the scope of a math program.
Advanced	
1. Relate messages and short stories by writing one to two simple sentences, using key words that are posted and commonly used in the classroom. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
2. Write simple, short letters, including one to two sentences, and key words posted and commonly used in the classroom.	This objective is outside the scope of a math program.
3. Create pictures or text with distinctive personal style and originality.	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Standard English Conventions	
Standard:	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Write, with support, 1 to 5 letters of the alphabet.	This objective is outside the scope of a math program.
2. Distinguish between upper and lower case letters.	This objective is outside the scope of a math program.
3. Occasionally write letters of given sounds.	This objective is outside the scope of a math program.
Early Intermediate	
1. Write legibly, with support, 5 to 10 lower case and upper case letters of the alphabet.	This objective is outside the scope of a math program.
2. Independently and legibly write 1 to 5 lower case and upper case letters of the alphabet.	This objective is outside the scope of a math program.
3. Sometimes write letters of given sounds.	This objective is outside the scope of a math program.
4. Write, with support, the date. (s) (m)	Grade K: Topic 15: 269D
5. Write his or her first name.	This objective is outside the scope of a math program.
6. Occasionally organize writing from left to right and top to bottom, and use spaces between words.	This objective is outside the scope of a math program.
7. Occasionally use capital letters to begin “important” words.	This objective is outside the scope of a math program.
Intermediate	
1. Write legibly, with support, 11 to 16 lower case and upper case letters of the alphabet.	This objective is outside the scope of a math program.
2. Independently and legibly write 6 to 8 lower case and upper case letters of the alphabet.	This objective is outside the scope of a math program.
3. Often write letters of given sounds and use resources (e.g., environmental print, word wall) to spell correctly.	This objective is outside the scope of a math program.
4. Write, with support, 2 to 3 words posted and commonly used in the classroom. (s) (m) (ss)	Grade K: Topic 15: 272, 274C, 276-276C
5. Write his or her first and last name.	This objective is outside the scope of a math program.
6. Sometimes organize writing from left to right and top to bottom, and use spaces between words.	This objective is outside the scope of a math program.
7. Sometimes use capital letters to begin “important” words.	This objective is outside the scope of a math program.
Early Advanced	
1. Write legibly, with support, 17 to 22 lower case and upper case letters of the alphabet.	This objective is outside the scope of a math program.
2. Independently and legibly write 7 to 10 lower case and upper case letters of the alphabet.	This objective is outside the scope of a math program.
3. Apply letter-sound relationships to spell simple words with some consonants and a few vowels.	This objective is outside the scope of a math program.
4. Write, with support, many words posted and commonly found in the environment, printing legibly and spacing letters, words, and sentences. (s) (m) (ss)	Grade K: <i>Interactive Lesson Support for English Language Learners: 49</i>

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
5. Write his or her first and last name and some names of other family members.	This objective is outside the scope of a math program.
6. Often organize writing from left to right and top to bottom, and use spaces between words.	This objective is outside the scope of a math program.
7. Often use capital letters to begin “important” words.	This objective is outside the scope of a math program.
Advanced	
1. Copy legibly all of the lower case and upper case letters of the alphabet.	This objective is outside the scope of a math program.
2. Independently and legibly write lower case and upper case letters of the alphabet.	This objective is outside the scope of a math program.
3. Apply letter-sound relationships to spell simple words with consonants and vowels (e.g., CVC words).	This objective is outside the scope of a math program.
4. Write, with support, words posted and commonly found in the environment, printing legibly and spacing letters, words, and sentences.	This objective is outside the scope of a math program.
5. Write his or her complete name and the names of family members.	This objective is outside the scope of a math program.
6. Consistently organize writing from left to right and top to bottom, and use spaces between words.	This objective is outside the scope of a math program.
7. Consistently use capital letters to begin “important” words.	This objective is outside the scope of a math program.
Writing Process	
Standard:	
Students use the steps of the writing process as a writing piece moves toward completion.	
Beginning	
Early Intermediate	
1. Generate ideas through class discussion.	This objective is outside the scope of a math program.
Intermediate	
1. Generate ideas through class discussion and draw a picture about the ideas generated.	This objective is outside the scope of a math program.
2. Create a group draft scripted by the teacher.	This objective is outside the scope of a math program.
3. Reread original draft scripted by the teacher and add additional details as needed.	This objective is outside the scope of a math program.
Early Advanced	
1. Generate ideas through class discussion and draw a picture or storyboard about the ideas generated.	This objective is outside the scope of a math program.
2. Communicate by drawing, telling, or writing for a purpose.	This objective is outside the scope of a math program.
3. Reread for clarity original draft scripted by the teacher and add additional details as needed.	This objective is outside the scope of a math program.
Advanced	
1. Discuss the purpose for a drawing or for a writing piece.	This objective is outside the scope of a math program.
2. Write a draft (e.g., story, caption, letter, observations, message).	This objective is outside the scope of a math program.
3. Reread for clarity original draft and add additional details to improve audience understanding.	This objective is outside the scope of a math program.

Scott Foresman—Addison Wesley enVisionMATH
to the
Arizona English Language Proficiency (ELPS) Standards
Grade 1 and Grade 2

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Grade 1 and Grade 2	
ELL II	
English Language Proficiency Standards in Listening and Speaking	
Delivery of Oral Communications	
Standard:	
The student will express orally his or her own thinking and ideas.	
Beginning	
1. Respond to and initiate greetings, courtesies, and leave-taking, and provide basic personal information (e.g., name, address, age) related to the context of the conversation, using key words and short phrases.	This objective is outside the scope of a math program.
2. Communicate immediate personal and survival needs, using key words and short phrases.	This objective is outside the scope of a math program.
3. Identify by name many familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (m) (ss)	Grade 1: Topic 8: 193A-193H, 193, 195A-198B, 227A-230B Topic 13: 365A-365E, 365, 367A-370, 372-374, 376-378, 380-382 Topic 15: 453, 469-472 Interactive Lesson Support for English Language Learners: 40-43, 78-81, 97, 101
4. Recite familiar rhymes and songs, with clear and audible phrasing and intonation. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
5. Retell simple stories, including some detail. (s) (m) (ss)	Grade 1: Retelling of simple stories is accomplished throughout the curriculum especially in the <i>Interactive Learning</i> and <i>Interactive Math Story</i> features. Representative references follow. Topic1: 1G-1H, 23-26B Topic 2: 29G-29H, 46 Topic 5: 117G-117H, 123, 127, 131 Topic 6: 141G-141H, 147, 151, 159 Topic 8: 193G-193H Topic 9: 241G-241H Topic 10: 261G-261H Topic 12: 329G-329H Topic 14: 393G-393H Topic 15: 451G-451H
6. Contribute to classroom and small group academic discussions by asking and answering simple questions. (s) (m) (ss)	Grade 1: Asking and answering simple questions is a part of the curriculum’s interactive approach and are accomplished throughout the curriculum especially in the <i>Interactive Learning</i> and <i>Interactive Math Story</i> features. Representative

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	pages follow: Topic 1: 1G-1H, 3, 6, 7, 10, 10B, 14B, 15 Topic 2: 29C, 29G-29H, 31, 42, 43 Topic 5: 117G-117H, 119, 122B Topic 6: 141C, 141G-141H, 143 Topic 8: 195, 198B, 206B, 207 Topic 11: 301G-301H, 306B, 311 Topic 12: 329C, 329G-329H, 358B Topic 15: 451C, 451G-451H, 464B Topic 16: 479C, 481, 488, 504B Interactive Lesson Support for English Language Learners: 1, 12, 13, 48, 56, 72, 93, 97
Early Intermediate	
1. Respond appropriately to most social interactions, including introducing self, asking about another person, and answering questions about personal information, using key words, phrases, and some simple sentences.	This objective is outside the scope of a math program.
2. Communicate immediate personal and survival needs, using key words phrases, and some simple sentences.	This objective is outside the scope of a math program.
3. Identify by name most familiar objects, people, and events (e.g., family members, body parts, clothing, pets, foods, common occupations, seasons, and common school, classroom, and home objects). (s) (m) (ss)	Grade 1: Topic 8: 193A-193C, 197, 228-230B Topic 13: 365A-365D, 365G-365H, 366, 368-370B, 371-374B, 375-378B, 379-382B Topic 14: 393A-393B, 423-426B, 427-430B, 436, 438B Topic 15: 451E-451F, 453-456, 469-472B Interactive Lesson Support for English Language Learners: 4, 10, 11, 17, 40-43, 48, 78-82, 86, 91-92, 95, 97, 101, 105
4. Recite rhymes, songs, and poems, using key words, phrases, and simple sentences. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
5. Retell a simple story, placing events in sequence. (s) (m) (ss)	Grade 1: Topic 2: 29F, 42 Topic 6: 141F, 162 Topic 10: 261F, 266 Topic 11: 301F, 314 Topic 15: 451F, 464, 473A-476 Topic 16: 479F, 488 Interactive Lesson Support for English Language Learners: 101
6. Contribute to classroom and small group academic discussions by asking and answering questions and expressing abilities, using key words phrases, and some simple sentences. (s) (m) (ss)	Grade 1: Asking and Answering simple questions is accomplished throughout the curriculum especially in the <i>Interactive Learning</i> and <i>Interactive Math Story</i> features. Representative references follow. Topic 3: 49C, 49g-49h, 51, 55, 58B Topic 4: 81G-81H, 86B, 87 Topic 6: 141C, 141G-141H, 143 Topic 7: 169C, 173-174, 174B, 183

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 9: 241H, 243, 246B, 255 Topic 10: 263, 267, 271, 274B, 275 Topic 12: 329C, 329G-329H, 335, 339 Topic 17: 515G-515H, 517, 520B Topic 20: 607C, 607G-607H, 609, 612B Interactive Lesson Support for English Language Learners: 1, 12, 13, 48, 56, 72, 93, 97
7. Issue two- to three-word basic, routine directions and commands in a manner that the listener can follow, although meaning may be conveyed by gestures. (s) (m)	Grade 1: Topic 1: 6B, 14B, 18B Topic 2: 42B Topic 8: 230B Topic 10: 290B Topic 11: 314B Topic 12: 338B Topic 18: 552B, 556B, 560B, 568B, 572B, 576B Topic 19: 604B Topic 20: 628B
Intermediate	
1. Participate in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, and asking and responding to detailed questions regarding personal information, using phrases and/or simple sentences.	This objective is outside the scope of a math program.
2. Role-play a short telephone conversation with another person, using English in socially and culturally appropriate ways.	This objective is outside the scope of a math program.
3. Describe familiar objects, people, and events in some detail, using both general and more specific words and phrases. (s) (m) (ss)	Grade 1: Topic 8: 193A-193C, 197, 228-230B Topic 13: 365A-365D, 365G-365H, 366, 368-370B, 371-374B, 375-378B, 379-382B Topic 14: 393A-393B, 423-426B, 427-430B, 436, 438B Topic 15: 451E-451F, 453-456, 469-472B Interactive Lesson Support for English Language Learners: 4, 10, 11, 17, 40-43, 48, 78-82, 86, 91-92, 95, 97, 101, 105
4. Recite rhymes, songs, and poems, using expressive wording and phrasing. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
5. Retell simple stories, placing events in sequence and including details about the events, characters, and setting. (s) (m) (ss)	Grade 1: Topic 2: 29F, 42 Topic 6: 141F, 162 Topic 10: 261F, 266 Topic 11: 301F, 314 Topic 15: 451F, 464, 473A-476 Topic 16: 479F, 488 Interactive Lesson Support for English Language Learners: 101

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
<p>6. Contribute to classroom and small group academic discussions by asking and answering questions and attracting needed attention to a situation (e.g., Help me, please; Excuse me; Please repeat that; Is this correct?), using phrases and simple sentences. (s) (m) (ss)</p>	<p>Grade 1: Asking and answering simple questions is a part of the curriculum’s interactive approach and are highlighted in the curriculum especially in the <i>Interactive Learning</i> and <i>Interactive Math Story</i> features. Representative references follow: Topic 1: 1G-1H, 3, 6, 7, 10, 10B, 14B, 15 Topic 2: 29C, 29G-29H, 31, 42, 43 Topic 5: 117G-117H, 119, 122B Topic 6: 141C, 141G-141H, 143 Topic 8: 193G-193H, 195, 198B, 206B. 207 Topic 11: 301G-301H, 306B, 311 Topic 12: 329C, 329G-329H, 358B Topic 15: 451C, 451G-451H, 464B Topic 16: 479C, 481, 488, 504B Interactive Lesson Support for English Language Learners: 1, 12, 13, 48, 56, 72, 93, 97</p>
<p>7. Issue single-step directions and commands in a manner that the listener can follow, with less reliance on gestures to convey meaning. (s) (m)</p>	<p>Grade 1: Topic 1: 6B, 14B, 18B Topic 2: 42B Topic 8: 230B Topic 10: 290B Topic 11: 314B Topic 12: 338B Topic 18: 552B, 556B, 560B, 568B, 572B, 576B Topic 19: 604B Topic 20: 628B</p>
<p>Early Advanced</p>	
<p>1. Participate in short, routine social conversations held in pairs or in small groups in which he or she exchanges personal information and discusses personal experiences, abilities, and needs, using simple and more complex sentences in socially and culturally appropriate ways.</p>	<p>This objective is outside the scope of a math program.</p>
<p>2. Role-play a longer telephone conversation where more than one issue is discussed with another person, using English in socially and culturally appropriate ways.</p>	<p>This objective is outside the scope of a math program.</p>
<p>3. Describe immediate surroundings in some detail, such as in the classroom, school, or home. (s)</p>	<p>This objective includes linguistic skills and knowledge in the following content areas: science</p>
<p>4. Recite poems or brief dramatic dialogues, using clear diction, volume, and phrasing. (ss)</p>	<p>This objective includes linguistic skills and knowledge in the following content areas: social studies</p>
<p>5. Retell stories, using basic story grammar, sequencing story events by answering who, what, where, when, how and why questions. (ss)</p>	<p>This objective includes linguistic skills and knowledge in the following content areas: social studies</p>
<p>6. Contribute to classroom and small group academic discussions by asking and answering questions, and making comparisons (e.g., stating similarities and</p>	<p>Classroom discussion is accomplished throughout the curriculum especially in the <i>Interactive Learning</i> and <i>Interactive Math Story</i></p>

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
differences in objects, people, and events), using simple and more complex sentences. (s) (m) (ss)	features. Representative references follow. Grade 2: Topic 1: 1G-1H, 19A-22B Topic 4: 97G-97H, 111A-114B, 115A-118B Topic 6: 169G-169H, 169C, 175, 178B Topic 8: 217G-217H, 217C, 219-222 Topic 10: 281G-281H, 281C, 283, 287, 290B Topic 11: 313G-313H, 313C, 315, 318, 318B Topic 14: 413G-413H, 417, 431A-434B Topic 15: 449G-449H, 469 Topic 16: 477G-477H, 489, 495499, Interactive Lesson Support for English Language Learners: 25-28, 95
7. Issue one- to two-step routine directions in a manner that the listener can follow. (s) (m)	Grade 2: Representative pages follow: Topic 1: 1F, 10B, 22B, 30B Topic 4: 106B, 111, 127, 130B Topic 5: 141F, 143, 146B Topic 7: 193C, 193F, 202 Topic 8: 217C, 220-221, 224 Topic 10: 281C, 281F, 291, 292-294 Topic 11: 318B, 327, 346B Topic 13: 382B, 390B Topic 14: 413C, 419, 446B Topic 16: 482B, 490B, 506B
Advanced	
1. Participate in social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; and describes common events and routines, using simple and more complex sentences in socially and culturally appropriate ways. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Role-play a longer telephone conversation where several issues are discussed with another person, using English in socially and culturally appropriate ways.	This objective is outside the scope of a math program.
3. Ask and respond to questions about various attributes (e.g., size color, shape, physical characteristics) of people, objects, events, and situations. (s) (m) (ss)	Grade 2: Topic 4: 111A-114B Topic 11: 313B, 315A-318B, 31A-322B, 331A-334B, 343A-346B Topic 13: 379A-382B Topic 14: 415A-418B, 431A-434B, 435A-438B, 439A-442B, 443A-446B Topic 15: 459A-462B. Interactive Lesson Support for English Language Learners: 25, 69-70, 73, 83-84, 91-98, 101
4. Present dramatic interpretations of experiences, stories, poems, or plays, using clear diction, volume, and phrasing. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
5. Relate an experience or creative story in logical sequence, maintaining focus on the topic and using clear enunciation. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: Science and social studies

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
6. Contribute to classroom and small group academic discussions by asking and answering questions, making comparisons, and agreeing and disagreeing with others, using simple and complex sentences. (s) (m) (ss)	Classroom discussion is accomplished throughout the curriculum especially in the <i>Interactive Learning, Differentiated Instruction</i> , and <i>Interactive Math Story</i> features. Representative references follow. Grade 2: Topic 1: 1G-1H, 3, 6B, 14B, 18B, 23 Topic 2: 33G-33H, 35, 38B, 39, 42B, 50B Topic 6: 169G-169H, 175, 178B, 182B, 183 Topic 10: 281G-281H, 283, 286B, 290B, 306B Topic 11: 313G-313H, 315, 318B, 323, 330B Topic 12: 349G-349H, 351, 354B, 355, 366B Topic 16: 477G-477H, 479, 482B, 483, 487 Topic 18: 549G-549H, 551, 554B, 555, 574B Interactive Lesson Support for English Language Learners: 8, 20, 21, 38, 47, 84, 94
7. Issue two- to three-step routine directions in a manner that the listener can follow. (s) (m)	Representative examples: Grade 2: Topic 5: 117G-117H, 119, 122B Topic 6: 141C, 141G-141H, 143 Topic 7: 193C, 193F, 202 Topic 8: 217C, 220-221, 224 Topic 10: 281C, 281F, 291, 292-294 Topic 11: 318B, 327, 346B Topic 13: 382B, 390B Topic 14: 413C, 419, 446B Topic 15: 451C, 451G-451H, 464B Topic 16: 482B, 490B, 506B
Standard English Conventions	
Standard:	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Use present and past verb tenses, with some errors.	This objective is outside the scope of a math program.
Early Intermediate	
1. Use present and past verb tenses, including the verb “to be,” with some errors.	This objective is outside the scope of a math program.
2. Use nouns and verbs in simple sentences, with some errors.	This objective is outside the scope of a math program.
Intermediate	
1. Use various verb tenses, with some errors, including present, past, and future tenses.	This objective is outside the scope of a math program.
2. Use nouns, verbs, and adjectives in simple sentences, with some errors.	This objective is outside the scope of a math program.
3. Use, with some errors, basic subject-verb agreement in simple sentences.	This objective is outside the scope of a math program.
Early Advanced	
1. Use various verb tenses, with some errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
2. Use nouns, personal pronouns (subjective, objective, and possessive), verbs, and adjectives in simple sentences, with some errors.	This objective is outside the scope of a math program.
3. Use, with few errors, basic subject-verb agreement in simple sentences.	This objective is outside the scope of a math program.
Advanced	
1. Use various verb tenses, with few errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	This objective is outside the scope of a math program.
2. Use nouns, personal pronouns, verbs, and adjectives in simple sentences, with few errors.	This objective is outside the scope of a math program.
3. Use consistently subject-verb agreement in simple sentences.	This objective is outside the scope of a math program.
Comprehension of Oral Communications	
Standard:	
The student will listen actively to the ideas of others in order to acquire new knowledge.	
Beginning	
1. Respond orally to stories dramatized or read aloud by answering factual comprehension questions, using short patterns of words and phrases. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Follow simple one- to two-step (two to five words) oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)	Representative examples: Grade 1: Topic 1: 3, 6, 7, 10, 10B, 14B, 15 Topic 2: 29C, 29G-29H, 31, 42, 43 Topic 5: 117G-117H, 119, 122B Topic 6: 141C, 141G-141H, 143 Topic 8: 195, 198B, 206B, 207 Topic 11: 301G-301H, 306B, 311 Topic 12: 329C, 329G-329H, 358B Topic 15: 451C, 451G-451H, 464B Topic 16: 479C, 481, 488, 504B Interactive Lesson Support for English Language Learners: 1, 12, 13, 48, 56, 72, 93, 97
3. Comprehend many words, phrases, and short sentences in conversations on topics of personal relevance (e.g., social courtesies, personal information, basic needs, abilities), when spoken slowly with some rephrasing, repetitions, and contextual clues.	This objective is outside the scope of a math program.
Early Intermediate	
1. Respond orally to stories read aloud by answering factual comprehension questions, using key words, short phrases, and some simple sentences. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Follow short two- to three-step oral directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)	Representative examples: Grade 1: Topic 3: 49F, 54, 58, 75A-78B Topic 4: 81F, 86, 111A-114B Topic 5: 117F, 122, 135A-138B Topic 6: 141F, 146, 163A-166B

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 7: 169F, 182, 187A-190B Topic 13: 365F, 378382, 386 Topic 14: 399, 402, 403A-406B Topic 15: 451F, 456, 473A-476B Topic 16: 479F, 484, 488, 500 Interactive Lesson Support for English Language Learners: 1, 12, 13, 48, 56, 72, 93, 97
3. Comprehend a wide-ranging number of words, phrases, and sentences in sustained conversations on topics of personal relevance, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues.	This objective is outside the scope of a math program.
Intermediate	
1. Respond orally to stories read aloud by identifying the characters, setting, and key events, using key words, short phrases, and simple sentences. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Follow short multiple-step oral directions for classroom and other activities in the presence of gestures and clear contextual clues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)	Representative examples: Grade 1: Topic 1: 3, 6, 7, 10, 10B, 14B, 15 Topic 2: 29C, 29G-29H, 31, 42, 43 Topic 3: 49F, 54, 58, 75A-78B Topic 4: 81F, 86, 111A-114B Topic 7: 169F, 182, 187A-190B Topic 8: 195, 198B, 206B. 207 Topic 11: 301G-301H, 306B, 311 Topic 19: 588, 592, 601A-604B Topic 20: 607F, 612, 637A-640B Interactive Lesson Support for English Language Learners: 1, 12, 13, 48, 56, 72, 93, 97
3. Comprehend a range of expressions used to request personal details, direct classroom activities, identify people, objects, and events, and ask for/grant permission, when spoken slowly with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)	Representative examples: Grade 1: Topic 3: 54, 55, 58, 59 Topic 4: 81F, 83, 86B, 87 Topic 5: 119, 123, 127 Topic 6: 141C, 141F, 143, 146B Topic 7: 169C, 171, 174B, 175 Topic 12: 329C, 335, 338B Topic 14: 393C, 393F, 395 Topic 15: 451C, 451F, 453, 456B Topic 18: 539C, 539F, 541, 548B Interactive Lesson Support for English Language Learners: 1, 7, 15, 37, 53, 63, 69
Early Advanced	
1. Respond orally to stories read aloud by identifying key details and placing events in sequence, using accurate and somewhat varied vocabulary. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Follow multiple-step oral directions related to the position of one's movement in space, including positive and negative commands. (s) (m) (ss)	Grade 2: Topic 11: 335-338B Interactive Lesson Support for English Language Learners: 74

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
3. Follow short predictable discourse on familiar matters, including personal experiences, abilities, and needs with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)	Representative examples: Grade 2: Topic 1: 1F, 22 Topic 3: 69F, 78 Topic 6: 169F, 190 Topic 9: 249F, 254 Topic 11: 313F, 345 Topic 13: 377F, 394 Topic 16: 477F, 490 Topic 19: 589F, 610 Interactive Lesson Support for English Language Learners: 20, 47, 59, 65, 85, 99, 100, 105
Advanced	
1. Respond orally to read-aloud stories, poems, and informational text by identifying key details and specific facts, using accurate, natural, and varied vocabulary. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Follow multiple-step directions related to the position, frequency, and duration of one’s movements in space, including positive and negative commands. (s) (m) (ss)	Grade 2: Topic 11: 335-338B Interactive Lesson Support for English Language Learners: 74
3. Follow short predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; and invitations and apologies, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)	Representative pages follow: Grade 2: Topic 2: 33F, 50 Topic 3: 69F, 78 Topic 5: 141F, 146 Topic 9: 249F, 254 Topic 10: 281F, 302 Topic 12: 349F, 366 Topic 16: 477F, 490 Topic 20: 617F, 630 Interactive Lesson Support for English Language Learners: 20, 47, 59, 65, 85, 99, 100, 105

English Language Proficiency Standards in Reading

ELL II

Print Concepts

Standard:	
The student will demonstrate understanding of print concepts of the English language.	
Beginning	
1. Demonstrate the command of left to right, top to bottom directionality, and return sweep when “reading” books.	This objective is outside the scope of a math program.
2. Recognize that sentences in print are made up of separate words and words represented by specific sequences of letters.	This objective is outside the scope of a math program.
Early Intermediate	
1. Distinguish between printed letters and words.	This objective is outside the scope of a math program.
2. Demonstrate the one-to-one correlation between a spoken word and a printed word.	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
3. Identify letters, words, and sentences.	This objective is outside the scope of a math program.
Intermediate	
1. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).	This objective is outside the scope of a math program.
Early Advanced	
1. Identify a few organizational features (e.g., title, author, and table of contents) of a book. (s) (m) (ss)	Representative examples: Grade 2: Topic 1: 1-2 Topic 2:33-34 Topic 3: 69-70 Topic 4: 97-98 Topic 5: 141-142 Topic 6: 169-170 Topic 7: 193-194 Topic 8: 217-218 Topic 9: 251-252 Topic 10: 281-282
2. Alphabetize a series of words to the first letter.	This objective is outside the scope of a math program.
Advanced	
1. Identify some organizational features (e.g., title, author, table of contents, glossary, headings, captions) of a book. (s) (m) (ss)	Representative examples: Grade 2: Topic 11: 313-314 Topic 12: 349-350 Topic 13: 377-378 Topic 14: 413-414 Topic 15: 449-450 Topic 16: 477-478 Topic 17: 509-510 Topic 18: 549-550 Topic 19: 589-590 Topic 20: 617-618
2. Alphabetize a series of words to the second letter.	This objective is outside the scope of a math program.
Phonetic Awareness & Decoding	
Standard:	
The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.	
Beginning	
1. Produce some English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language.	This objective is outside the scope of a math program.
2. Identify the initial and final sounds (not letters) of a spoken word.	This objective is outside the scope of a math program.
3. Blend some English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/ makes man).	This objective is outside the scope of a math program.
4. Recognize and name many upper and lower case letters of the alphabet, including ones that are dissimilar (e.g., D d).	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
5. Recognize that a new word is created when a specific letter is changed, added, or removed.	This objective is outside the scope of a math program.
6. Know that two words can make new, compound words (e.g., popcorn, sailboat, classroom). (s) (m) (ss)	Grade 1: Topic 5: 119A, 122B, 123B Topic 6: 155A-158, 159A-162B Topic 10: 263-266B Topic 16: 497-500, 502 Topic 20: 617A, 621A, 629A, 633A
7. Read a few common regular contractions.	This objective is outside the scope of a math program.
Early Intermediate	
1. Produce many English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language.	This objective is outside the scope of a math program.
2. Distinguish initial (e.g., s/a/t), medial (e.g., s/a/t), and final sounds (e.g., s/a/t) in single-syllable words.	This objective is outside the scope of a math program.
3. Blend many English phonemes (letter sounds) to form single syllable words (e.g., /m/a/n/ makes man).	This objective is outside the scope of a math program.
4. Pronounce a few English graphemes with general accuracy while reading aloud (e.g., sounds that relate to their letter names such as /m/, /n/, /p/).	This objective is outside the scope of a math program.
5. Recognize and name all upper and lower case letters of the alphabet.	This objective is outside the scope of a math program.
6. Recognize the new spoken word when a specified phoneme is added, changed, or removed (e.g., change hat to cat, pan to an).	This objective is outside the scope of a math program.
7. Segment one-syllable words into their phonemes, using manipulatives to mark each phoneme (e.g., “dog” makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).	This objective is outside the scope of a math program.
8. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words (e.g., look, looks, looked, looking).	This objective is outside the scope of a math program.
9. Occasionally identify the words that comprise compound words and their meaning. (s) (m) (ss)	Grade 1: Topic 5: 119A, 122B, 123B Topic 6: 155A-158, 159A-162B Topic 10: 263-266B Topic 16: 497-500, 502 Topic 20: 617A, 621A, 629A, 633A
10. Read some common regular contractions.	This objective is outside the scope of a math program.
11. Occasionally read common abbreviations. (s) (m) (ss)	Grade 1: Topic 13: 365B-365F, 365, 367A-370, 370B, 371-374, 374B375-378, 378B, 379-382, 383-386
12. Occasionally use knowledge of word order (syntax) and context to confirm decoding.	This objective is outside the scope of a math program.
Intermediate	
1. Produce English graphemes represented by all the single-lettered consonants and vowels.	This objective is outside the scope of a math program.
2. Move sequentially from sound to sound and represent the number and order of two and three isolated phonemes.	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
3. Blend short vowel-consonant and consonant-vowel-consonant sounds orally to make a word or syllables (e.g., an, man).	This objective is outside the scope of a math program.
4. Pronounce some English graphemes with general accuracy while reading aloud.	This objective is outside the scope of a math program.
5. Generate a series of rhyming words, including consonant blends.	This objective is outside the scope of a math program.
6. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., s/p//a/t= splat; r/i/ch=rich).	This objective is outside the scope of a math program.
7. Recognize inflectional forms of words.	This objective is outside the scope of a math program.
8. Sometimes identify the words that comprise compound words and their meaning. (s) (m) (ss)	Grade 1: Topic 5: 119A, 122B, 123B Topic 6: 155A-158, 159A-162B Topic 10: 263-266B Topic 16: 497-500, 502 Topic 20: 617A, 621A, 629A, 633A
9. Read many common regular contractions.	This objective is outside the scope of a math program.
10. Sometimes read common abbreviations. (s) (m) (ss)	Grade 1: Topic 13: 365B-365F, 365, 367A-370, 370B, 371-374, 374B375-378, 378B, 379-382, 383-386
11. Sometimes use knowledge of word order (syntax) and context to confirm decoding.	This objective is outside the scope of a math program.
Early Advanced	
1. Generate sounds from some letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words.	This objective is outside the scope of a math program.
2. Move sequentially from sound to sound and represent the number, order, and similarity or difference of two and three isolated phonemes.	This objective is outside the scope of a math program.
3. Blend two to four phonemes orally into recognizable words (e.g., /c/a/t=cat; /f/l/a/t= flat).	This objective is outside the scope of a math program.
4. Pronounce many English graphemes with general accuracy while reading aloud.	This objective is outside the scope of a math program.
5. Comprehend that as letters of words change, so do the sounds.	This objective is outside the scope of a math program.
6. Segment spoken phonemes contained in two-syllable words into individual phoneme sounds (e.g., tiger makes /t/i/g/e/r/).	This objective is outside the scope of a math program.
7. Recognize inflectional forms of words, including irregular plurals (e.g., wife/wives).	This objective is outside the scope of a math program.
8. Often identify the words that comprise compound words and their meaning. (s) (m) (ss)	Grade 2: Topic: 8: 217, 223A, 227A, 231A, 235A Topic 9: 255A, 259A, 263A, 267A Interactive Lesson Support for English Language Learners: 49-52, 56-59

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
9. Read most common regular contractions.	This objective is outside the scope of a math program.
10. Often read common abbreviations. (s) (m) (ss)	Grade 2: Topic 13: 391A-394, 395A-398 Topic 14: 423A-426, 427A-430, 435A-438, 439A-442 Topic 15: 467A-470B Interactive Lesson Support for English Language Learners: 87, 94
11. Often use knowledge of word order (syntax) and context to confirm decoding.	This objective is outside the scope of a math program.
Advanced	
1. Generate sounds from many letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words.	This objective is outside the scope of a math program.
2. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme (e.g., “tiger” makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).	This objective is outside the scope of a math program.
3. Blend isolated phonemes to form two-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes “tiger”).	This objective is outside the scope of a math program.
4. Pronounce most English graphemes with general accuracy while reading aloud.	This objective is outside the scope of a math program.
5. Demonstrate sound and symbol relationships and basic word formation rules in phrases, simple sentences, or simple text.	This objective is outside the scope of a math program.
6. Segment two-syllable words into syllables and count the number of sounds in syllables and syllables in words.	This objective is outside the scope of a math program.
7. Apply knowledge of inflectional endings that drop the final e to add endings such as –ing, -ed or that require changing the final y to i (e.g., baby/babies).	This objective is outside the scope of a math program.
8. Consistently identify the words that comprise compound words and their meaning. (s) (m) (ss)	Grade 2: Topic 8: 217, 223A, 227A, 231A, 235A Topic 9: 255A, 259A, 263A, 267A Interactive Lesson Support for English Language Learners: 49-52, 56-59
9. Read all common regular contractions and irregular contractions (e.g., don’t, shan’t, can’t).	This objective is outside the scope of a math program.
10. Consistently read common abbreviations. (s) (m) (ss)	Grade 2: Topic 13: 391A-394, 395A-398 Topic 14: 423A-426, 427A-430, 435A-438, 439A-442 Topic 15: 467A-470B Interactive Lesson Support for English Language Learners: 87, 94
11. Consistently use knowledge of word order (syntax) and context to confirm decoding.	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Vocabulary	
Standard:	
The student will acquire English language vocabulary and use it in relevant contexts	
(Some content also covered in Listening & Speaking)	
Beginning	
1. Recognize one to two common high frequency sight words.	This objective is outside the scope of a math program.
2. Comprehend (point, label, name) with the aid of picture cues a couple of simple grade-level words, when heard or read aloud. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 1: Topic 1: 1E, 3A-6B, 7A-10B, 11A-14B Topic 3: 49C, 49E, 49, 51A-54, 74B Topic 4: 81C, 81E, 83A-86, 86B, 98B Topic 5: 117C, 117E Topic 6: 141C, 141E, 141, 151A-154 Topic 10: 261C, 261E, 261, 275A-278 Topic 11: 301A, 301C, 301E, 307A-310 Topic 12: 329A, 329C, 329E, 329, 331A-334 Topic 14: 393E, 393, 395A-398, 398B Topic 16: 479E, 479, 485A-488, 496B
Early Intermediate	
1. Recognize a few (three to four) common high frequency sight words.	This objective is outside the scope of a math program.
2. Comprehend (point, label, name) with the aid of picture cues a few simple content-area words. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 1: Topic 2: 29C, 29E, 29, 31A-34, 34B Topic 6: 141C, 141E, 141, 151A-154 Topic 7: 169E, 169, 171A-174 Topic 8: 193C, 193E, 193, 195A-198, 198B Topic 9: 241A-241C, 241E, 241, 243A-246 Topic 10: 261C, 261E, 261, 275A-278 Topic 12: 329A, 329C, 329E, 329, 331A-334 Topic 13: 365C, 365E, 365, 367A-370, 370B Topic 15: 451B-451C, 451, 453A-456, 456B Topic 18: 593E, 593, 545A-548, 548B
3. Recognize that two words can make a compound word (e.g., lunchtime, daydream, everyday). (s) (m) (ss)	Grade 1: Topic 5: 119A, 122B, 123B Topic 6: 155A-158, 159A-162B

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 10: 263-266B Topic 16: 497-500, 502 Topic 20: 617A, 621A, 629A, 633A
4. Understand one to two key words that signal grade-specific mathematical operations (e.g., plus, add to). (m)	Grade 1: Topic 3: 49A-49C, 49E, 63A-66B Topic 4: 81A, 81C, 81E, 81, 95A-98B Interactive Lesson Support for English Language Learners: 14, 20-21
Intermediate	
1. Recognize some (five to 25) common high frequency sight words.	This objective is outside the scope of a math program.
2. Comprehend (point, label, name) with the aid of picture cues some simple content-area words (e.g., sphere, cube, perimeter, body parts, mountain). (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 1: Topic 2: 29C, 29E, 29, 31A-34, 34B Topic 3: 49C, 49E, 49, 51A-54 Topic 4: 81C, 81E, 81, 83A-86B Topic 5: 117C, 117E Topic 9: 241A-241C, 241E, 241, 243A-246 Topic 11: 301C, 301E, 301, 307A-310 Topic 12: 329A, 329C, 329E, 329, 331A-334 Topic 13: 365C, 365E, 365, 367A-370B Topic 14: 329C, 329E, 329, 331A-334 Topic 16: 479C, 479E, 479, 485A-488
3. Occasionally determine the meaning of compound words, using knowledge of the two words that make up a compound word. (s) (m) (ss)	Grade 1: Topic 5: 119A, 122B, 123B Topic 6: 155A-158, 159A-162B Topic 10: 263-266B Topic 16: 497-500, 502 Topic 20: 617A, 621A, 629A, 633A
4. Understand a few key words that signal grade-specific mathematical operations (e.g., sum, combine, decrease, minus, gives). (m)	Grade 1: Topic 3: 49A-49C, 49E, 63A-66B Topic 4: 81A, 81C, 81E, 81, 95A-98B Interactive Lesson Support for English Language Learners: 14, 20-21

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
5. Use personal dictionary or word walls with pictures to find the meaning of known vocabulary. (s) (m) (ss)	<p>Grade 1: Overview and Implementation Guide: Curriculum uses vocabulary cards: T30, T135-T139 Topic 1: 1E Topic 4: 81E Topic 5: 117E Topic 9: 241E Topic 11: 301E Topic 12: 329E Topic 13: 365E</p>
Early Advanced	
1. Recognize many (26 to 50) common high frequency sight words.	This objective is outside the scope of a math program.
2. Comprehend (point, label, name) with the aid of picture cues many simple content-area grade-level words and a few, more complex words (e.g., symmetry, equivalent, centimeter, adaptation, volcano, continent, revolution, pioneer, government). (s) (m) (ss)	<p>Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i>, new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i>. the following are representative examples:</p> <p>Grade 1: Topic 2: 33E, 33, 39A-42B, 50B Topic 4: 97E, 97, 99A-102B Topic 6: 169E, 169, 171A-174, 182B Topic 8: 217E, 217, 219A-221 Topic 10: 281E, 281, 287A-290B Topic 11: 313E, 313, 315A-318B Topic 12: 349E, 349, 351A-354B Topic 14: 413E, 413, 423A-426B Topic 17: 509E, 509, 511A-514B Topic 20: 616E, 617, 619A-622B</p>
3. Sometimes determine the meaning of compound words, using knowledge of the two words that make up a compound word. (s) (m) (ss)	<p>Grade 2: Topic: 8: 217, 223A, 227A, 231A, 235A Topic 9: 255A, 259A, 263A, 267A Interactive Lesson Support for English Language Learners: 49-52, 56-59</p>
4. Recognize the meaning of a few common prefixes (e.g., un-, re-, dis-) and suffixes (e.g., -ful, -ly, -less) when attached to known vocabulary. (s) (m) (ss)	<p>Grade 2: Topic 8: 217A, 217C, 217E, 217, 219A-222B, 227-230B, 231-234B Topic 9: 249A, 249C, 249E, 255-258B Topic 18: 549C, 575-578B, 579-582B Interactive Lesson Support for English Language Learners: 48-50, 52, 55-56, 58, 122-123, 125-126</p>

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
5. Understand some key words that signal grade-specific mathematical operations (e.g., total of, increase by, fewer than, more than, less than). (m)	Grade 2: Topic 1: 1A-1C, 1E-1H, 1, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 27A-30B Topic 19: 589A, 589E, 591A-594B Topic 20: 617A, 617C, 617E, 617, 619A-622B Interactive Lesson Support for English Language Learners: 1-7, 129, 135
6. Use picture dictionary to find the meanings of known vocabulary. (s) (m) (ss)	Grade 2: Student Edition 641-644
7. Know what homophones are (e.g., here, hear; to, too, two; hole, whole).	This objective is outside the scope of a math program.
8. Know what idiomatic expressions are (e.g., last straw, cold feet, in hot water).	This objective is outside the scope of a math program.
Advanced	
1. Recognize many (51 to 75) common regular and irregular sight words (e.g., the, have, said, of).	This objective is outside the scope of a math program.
2. Comprehend (name, use, define) some content-area grade-level words that are more complex, using knowledge of word order and context to confirm meaning. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 1: Topic 1: 1C, 1E, 1, 3A-6B Topic 4: 97E, 97, 99A-102B Topic 5: 141A, 141C, 141E, 141 Topic 8: 217E, 217, 219A-221 Topic 10: 281E, 281, 287A-290B Topic 11: 313E, 313, 315A-318B Topic 13: 377C, 377E, 377, 379A-382B Topic 16: 477C, 477E, 477, 483A-486B Topic 19: 589C, 589E, 589, 603A-606B Topic 20: 616E, 617, 619A-622B
3. Often determine the meaning of compound words, using knowledge of the two words that make up a compound word. (s) (m) (ss)	Grade 2: Topic: 8: 217, 223A, 227A, 231A, 235A Topic 9: 255A, 259A, 263A, 267A Interactive Lesson Support for English Language Learners: 49-52, 56-59
4. Recognize the meaning of some common prefixes and suffixes when attached to known vocabulary. (s) (m) (ss)	Grade 2: Topic 8: 217A, 217C, 217E, 217, 219A-222B, 227-230B, 231-234B Topic 9: 249A, 249C, 249E, 255-258B Topic 18: 549C, 575-578B, 579-582B Interactive Lesson Support for English Language Learners: 48-50, 52, 55-56, 58, 122-123, 125-126

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
5. Understand many words that indicate grade-specific mathematical operations (e.g., difference between, product, times, double, yields). (m)	Grade 2: Topic 1: 1A-1C, 1E-1H, 1, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 27A-30B Topic 19: 589A, 589E, 591A-594B Topic 20: 617A, 617C, 617E, 617, 619A-622B Interactive Lesson Support for English Language Learners: 1-7, 129, 135
6. Use picture dictionary to find the meanings of unknown vocabulary. (s) (m) (ss)	Grade 2: Student Edition 641-644
7. Know correct usage of a few problematic homophones (e.g., here, hear; bear, bare).	This objective is outside the scope of a math program.
8. Understand a few grade-appropriate idiomatic expressions (e.g., raining cats and dogs, fish out of water).	This objective is outside the scope of a math program.
Fluency	
Standard:	
The student will read with fluency and accuracy.	
Beginning	
1. Read aloud a few short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	This objective is outside the scope of a math program.
Early Intermediate	
2. Read aloud some short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	This objective is outside the scope of a math program.
Intermediate	
1. Read aloud many short, easy, familiar passages with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	This objective is outside the scope of a math program.
2. Occasionally read grade level text with at least 90 percent accuracy.	This objective is outside the scope of a math program.
Early Advanced	
1. Sometimes read aloud familiar grade-level text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	This objective is outside the scope of a math program.
2. Sometimes read grade level text with at least 90 percent accuracy.	This objective is outside the scope of a math program.
Advanced	
1. Often read aloud familiar grade-level text with fluency (e.g., accuracy, expression, appropriate phrasing, and attention to punctuation).	This objective is outside the scope of a math program.
2. Often read grade level text with at least 90 percent accuracy.	This objective is outside the scope of a math program.
Comprehending Text	
Standard:	
The student will analyze text for expression, enjoyment, and response to other related content areas.	
Beginning	

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
1. Identify basic sequences of events in stories read to him or her. (s) (m) (ss)	Grade 1: Topic 2: 29F, 42 Topic 6: 141F, 162 Topic 10: 261F, 266 Topic 11: 301F, 314 Topic 15: 451F, 464, 473A-476 Topic 16: 479F, 488 Interactive Lesson Support for English Language Learners: 101
2. Make predictions about content based on book title and illustrations. (s) (m) (ss)	Picture Walk at the beginning of each Interactive Math Story uses book title and illustrations to help students predict content: Representative examples: Grade 1: Topic 10: 261G Topic 11: 301G Topic 12: 329G Topic 15: 451G
3. Participate in choral reading by verbally stating the words of predictably patterned selections of fiction and poetry that are read aloud.	This objective is outside the scope of a math program.
4. Restate information from expository text read to him or her, using key words, short phrases, and some simple sentences with teacher support. (s) (m) (ss)	Representative examples: Grade 1: Topic 1: 1F, 1H, 10, 22B, 23 Topic 3: 49F, 49G-49H, 66B Topic 6: 141F, 150B, 162 Topic 8: 193F, 202B, 214B, 222B, 230B, 238 Topic 12: 329F, 338, 358B Topic 13: 365F, 378 Topic 15: 515F, 528 Topic 18: 544B, 548B Topic 19: 588, 592B Topic 20: 607F, 632
5. Indicate the meaning of common signs and symbols in the environment. (s) (m) (ss)	Grade 1: Topic 3: 49D-49F, 63A-66B Topic 4: 81D, 81F, 95A-98B Topic 12: 329D, 329E, 339A-342B Topic 13: 367A-370B Interactive Lesson Support for English Language Learners: 14, 20-21, 29, 72, 79, 80, 83
6. Follow short two- to three-step written directions for classroom activities that are accompanied by picture cues. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)	Representative examples: Grade 1: Topic 1: 23A-26B Topic 3: 75A-78B Topic 6: 163A-166B Topic 8: 223A-226B Topic 12: 359A-362B Topic 13: 387A-390B Topic 15: 373A-376B

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 18: 569A-572B Topic 19: 601A-604B Topic 20: 637A-640B
7. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 1: Topic 2: 29C, 29E-29F, 29, 31A-34 Topic 4: 81C, 81E, 81, 83A-86B Topic 6: 141C, 141E, 141, 151A-154 Topic 8: 193C, 193E, 193, 195A-198B Topic 10: 261C, 261E, 261, 275A-278 Topic 11: 301C, 301E, 301, 307A-310 Topic 12: 329C, 329E, 329, 331A-334 Topic 14: 393A, 393E, 393, 395A-398B Topic 17: 515E, 515, 517A-520 Topic 20: 607C, 607E, 607, 621A-624
Early Intermediate	
1. Retell a simple story, placing events in sequence. (s) (m) (ss)	Grade 1: Topic 2: 29F, 42 Topic 6: 141F, 162 Topic 10: 261F, 266 Topic 11: 301F, 314 Topic 15: 451F, 464 Topic 16: 479F, 488
2. Make predictions about content based on book title, illustrations, and text. (s) (m) (ss)	Picture Walk at the beginning of each Interactive Math Story uses book title and illustrations to help students predict content: Representative examples: Grade 1: Topic 10: 261G Topic 11: 301G Topic 12: 329G Topic 15: 451G
3. Participate in the reading of poetry by clapping and chanting to rhythms and rhymes.	This objective is outside the scope of a math program.
4. Respond to basic comprehension questions about expository text read to him or her, using key words, phrases, and simple sentences. (s) (m) (ss)	Representative examples: Grade 1: Topic 1: 1F, 1H, 10, 22B, 23 Topic 3: 49F, 49G-49H, 66B Topic 6: 141F, 150B, 162 Topic 8: 193F, 202B, 214B, 222B, 230B, 238 Topic 12: 329F, 338, 358B Topic 13: 365F, 378 Topic 15: 515F, 528 Topic 18: 544B, 548B Topic 19: 588, 592B Topic 20: 607F, 632

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
5. Indicate the meaning of specific signs (e.g., traffic, safety, warning signs.) (s) (m) (ss)	Topic covered in Kindergarten: Topic 2: 22-22A, 24C Topic 4: 54C Topic 7: 116, 118, 118C, 132
6. Identify specific details (e.g., numbers, letters, a few key words, short expressions) of text read to him or her. (s) (m) (ss)	Representative examples: Grade 1: Topic 2: 34, 42B, 46B Topic 5: 1122B, 126B, 130B Topic 7: 169F, 182 Topic 9: 241F, 250 Topic 10: 261F, 266 Topic 12: 329F, 338 Topic 13: 365F, 378 Topic 17: 515F, 528 Topic 18: 545, 548, 561 Topic 20: 607F, 362
7. Follow short two- to three-step written directions for classroom activities with a few picture cues to assist. (In science that might include directions for lab investigations; in math that might include problem solving). (s) (m)	Representative examples: Grade 1: Topic 1: 23A-26B Topic 3: 75A-78B Topic 6: 163A-166B Topic 8: 223A-226B Topic 12: 359A-362B Topic 13: 387A-390B Topic 15: 373A-376B Topic 18: 569A-572B Topic 19: 601A-604B Topic 20: 637A-640B
8. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 1: Topic 2: 29C, 29E, 29, 31A-34, 34B Topic 3: 49C, 49E, 49, 51A-54 Topic 4: 81C, 81E, 81, 83A-86B Topic 5: 117C, 117E Topic 9: 241A-241C, 241E, 241, 243A-246 Topic 11: 301C, 301E, 301, 307A-310 Topic 12: 329A, 329C, 329E, 329, 331A-334 Topic 13: 365C, 365E, 365, 367A-370B Topic 14: 329C, 329E, 329, 331A-334 Topic 16: 479C, 479E, 479, 485A-488
Intermediate	
1. Retell a simple story, placing events in sequence and including details about the events, characters, and setting. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
2. Predict what might happen next in a reading selection. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
3. Identify rhyming pairs of words in poetry.	This objective is outside the scope of a math program.
4. Respond to basic comprehension questions about expository text read independently, using key words and phrases, and simple sentences. (s) (m) (ss)	Representative examples: Grade 1: Topic 1: 1F, 1H, 10, 22B, 23 Topic 3: 49F, 49G-49H, 66B Topic 6: 141F, 150B, 162 Topic 8: 193F, 202B, 214B, 222B, 230B, 238 Topic 12: 329F, 338, 358B Topic 13: 365F, 378 Topic 15: 515F, 528 Topic 18: 544B, 548B Topic 19: 588, 592B Topic 20: 607F, 632
5. Indicate the meaning of common signs and symbols (e.g., computer icons, mathematical symbols). (s) (m) (ss)	Grade 1: Topic 3: 49D-49F, 63A-66B Topic 4: 81D, 81F, 95A-98B Topic 12: 329D, 329E, 339A-342B Topic 13: 367A-370B Interactive Lesson Support for English Language Learners: 14, 20-21, 29, 72, 79, 80, 83
6. Occasionally comprehend a few simple mathematics word problems. (m)	Representative examples: Grade 1: Topic 1: 1F, 6, 10, 23A-26B Topic 3: 49F, 49G-49H, 54, 58 Topic 6: 141C, 141F, 146, 163A-166B Topic 8: 198, 223A-226B Topic 12: 329F, 334, 359A-362B Topic 13: 365F, 370, 387A-390B Topic 15: 451F, 464, 473A-476B Topic 18: 539F, 544552, 569A-572B Topic 19: 583F, 588, 601A-604B Topic 20: 607F, 620, 628, 632
7. Follow two- to three-step written directions for classroom activities with some picture cues to assist. (In science that includes directions for lab investigations; in math that includes problem solving). (s) (m)	Representative examples: Grade 1: Topic 1: 23A-26B Topic 3: 75A-78B Topic 6: 163A-166B Topic 8: 223A-226B Topic 12: 359A-362B Topic 13: 387A-390B Topic 15: 373A-376B Topic 18: 569A-572B Topic 19: 601A-604B Topic 20: 637A-640B
8. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 1: Topic 2: 29C, 29E-29F, 29, 31A-34 Topic 4: 81C, 81E, 81, 83A-86B Topic 6: 141C, 141E, 141, 151A-154 Topic 8: 193C, 193E, 193, 195A-198B Topic 10: 261C, 261E, 261, 275A-278 Topic 11: 301C, 301E, 301, 307A-310 Topic 12: 329C, 329E, 329, 331A-334 Topic 14: 393A, 393E, 393, 395A-398B Topic 17: 515E, 515, 517A-520 Topic 20: 607C, 607E, 607, 621A-624
Early Advanced	
1. Respond to stories by answering questions about cause and effect and other relationships. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: Science and social studies
2. Compare a prediction about an action or event to what actually occurs in the reading selection. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: Science and social studies
3. Identify rhyme, rhythm, and repetition in poetry.	This objective is outside the scope of a math program.
4. Identify the main idea of expository or functional text read independently. (s) (m) (ss)	Grade 2: Topic 1: 27A-30B Topic 2: 33F, 50 Topic 11: 313F, 345 Topic 15: 449F, 462 Topic 17: 509F, 526 Topic 18: 549F, 582 Topic 20: 617F, 630
5. Indicate the meaning of common signs, graphics, and symbols (e.g., computer icons, map features, mathematical symbols, simple charts, and graphs). (s) (m) (ss)	Grade 2: Topic 1: 1A-1H, 1, 3A, 4-6B, 11A-14B Topic 4: 97B, 97E, 97, 115A-118B Topic 5: 141A-141E, 143A-146B Topic 16: 477A-477H, 477, 479A-482B, 483A-486B, 487A-490B Interactive Lesson Support for English Language Learners: 1, 3, 6, 26, 32-34, 36, 105-107
6. Sometimes comprehend some simple mathematics word problems. (m)	Representative examples: Grade 2: Topic 1: 1F, 8-10, 27A-30B Topic 3: 69F, 74, 78, 82, 86 Topic 6: 178, 182, 186, 187A-190B Topic 8: 217F, 222, 226, 243A-246B Topic 12: 349F, 362, 370, 371A-374B Topic 13: 382, 386, 390, 407A-410B Topic 15: 458, 462, 471A-474B Topic 18: 562, 566, 583A-586B Topic 19: 589F, 594, 598, 611A-614B Interactive Lesson Support for English Language Learners: 7, 15, 21, 31, 37, 54, 61

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
7. Follow up to five-step written directions for classroom activities with a few picture cues to assist. (In science that might include directions for lab investigations; in math that might include problem solving). (s) (m)	Representative examples: Grade 2: Topic 2: 3, 7-10, 10B Topic 3: 74, 78, 82, 86 Topic 6: 178, 182, 186, 187A-190B Topic 9: 255-258B, 263, 267 Topic 12: 362, 370, 371A-374B Topic 13: 382, 386, 390, 407A-410B Topic 15: 458, 462, 471A-474B Topic 18: 562, 566, 583A-586B Topic 20: 617F, 619-622B Interactive Lesson Support for English Language Learners: 7, 15, 21, 31, 37, 90, 133-134, 139
8. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher’s edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 2: Topic 2: 33C, 33E-33F, 33, 43A-45 Topic 4: 97C, 97E, 97, 111A-114B Topic 6: 169C, 169E, 169, 175A-177 Topic 8: 217C, 217E, 217, 219A-221 Topic 10: 281C, 281E, 281, 287A-290B Topic 11: 313C, 313E, 313, 315A-318B Topic 12: 349C, 349E, 349, 351A-354B Topic 14: 413E, 413, 423A-426B Topic 17: 509C, 509E, 509, 511A-514B Topic 20: 617C, 617E, 617, 627A-630B
9. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text. (s) (m) (ss)	Each Lesson has a “Visual Learning” component which serves as a graphic organizer. Grade 2: Topic 1: 4-5, 12-13, 24-25 Topic 2: 40-41, 44-45, 56-57 Topic 4: 112-113, 120-121, 132-133 Topic 5: 148-149, 152-153, 160-161 Topic 7: 204-205, 208-209, 212-213 Topic 8: 220-221, 224-225, 228-229 Topic 10: 284-285, 288-289, 304-305 Topic 12: 352-353, 356-357, 364-365 Topic 14: 416-417, 420-421, 428-429 Topic 19: 593-594, 597-598, 604-605
Advanced	
1. Describe character traits (e.g., honesty, courage), setting, plot, and narrator of a story. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Predict events and actions in text based upon prior knowledge and text features. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
3. Identify words that an author uses to create rich auditory experiences in poetry.	This objective is outside the scope of a math program.
4. Relate the gist of expository or functional text read independently, although some rereading and clarification is needed. (s) (m) (ss)	Representative examples: Grade 2: Topic 1: 1F, 18, 22, 27A-30B Topic 2: 33F, 50, 63A-66B Topic 4: 97F, 102, 106, 135A-138B Topic 7: 193F, 198, 206 Topic 8: 217F, 222, 226 Topic 11: 313F, 343A-346B Topic 15: 449F, 462, 471A-474B Topic 17: 509F, 526, 543A-546B Topic 18: 549F, 582, 583A-586B Topic 20: 617F, 630, 635A-638B
5. Interpret information in functional documents (e.g., maps, schedules, pamphlets). (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
6. Often comprehend many simple mathematics word problems. (m)	Representative examples: Grade 2: Topic 1: 1F, 8-10, 27A-30B Topic 3: 69F, 74, 78, 82, 86 Topic 6: 178, 182, 186, 187A-190B Topic 8: 217F, 222, 226, 243A-246B Topic 12: 349F, 362, 370, 371A-374B Topic 13: 382, 386, 390, 407A-410B Topic 15: 458, 462, 471A-474B Topic 18: 562, 566, 583A-586B Topic 19: 589F, 594, 598, 611A-614B Interactive Lesson Support for English Language Learners: 7, 15, 21, 31, 37, 54, 61
7. Follow up to five-step written directions for classroom activities. (In science that might include directions for lab investigations; in math that might include problem solving). (s) (m)	Representative examples: Grade 2: Topic 2: 3, 7-10, 10B Topic 3: 74, 78, 82, 86 Topic 6: 178, 182, 186, 187A-190B Topic 9: 255-258B, 263, 267 Topic 12: 362, 370, 371A-374B Topic 13: 382, 386, 390, 407A-410B Topic 15: 458, 462, 471A-474B Topic 18: 562, 566, 583A-586B Topic 20: 617F, 619-622B Interactive Lesson Support for English Language Learners: 7, 15, 21, 31, 37, 90, 133-134, 139

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
<p>8. Comprehend content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i>, new vocabulary is highlighted in Teacher’s edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i>. the following are representative examples: Grade 2: Topic 2: 33C, 33E-33F, 33, 43A-45 Topic 4: 97C, 97E, 97, 111A-114B Topic 6: 169C, 169E, 169, 175A-177 Topic 8: 217C, 217E, 217, 219A-221 Topic 10: 281C, 281E, 281, 287A-290B Topic 11: 313C, 313E, 313, 315A-318B Topic 12: 349C, 349E, 349, 351A-354B Topic 14: 413E, 413, 423A-426B Topic 17: 509C, 509E, 509, 511A-514B Topic 20: 617C, 617E, 617, 627A-630B</p>
<p>9. Use graphic organizers (e.g., webs, Venn diagrams, flow charts) in order to clarify the meaning of text. (s) (m) (ss)</p>	<p>Each Lesson has a “Visual Learning” component which serves as a graphic organizer. Grade 2: Topic 1: 4-5, 12-13, 24-25 Topic 2: 40-41, 44-45, 56-57 Topic 4: 112-113, 120-121, 132-133 Topic 5: 148-149, 152-153, 160-161 Topic 7: 204-205, 208-209, 212-213 Topic 8: 220-221, 224-225, 228-229 Topic 10: 284-285, 288-289, 304-305 Topic 12: 352-353, 356-357, 364-365 Topic 14: 416-417, 420-421, 428-429 Topic 19: 593-594, 597-598, 604-605</p>
<p>10. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss)</p>	<p>Grade 2: Topic 15: 463A-466B Topic 16: 477A-477D, 477F-477H, 477, 479A-482B, 483A-486B, 487A-490B, 491A-494B, 499A-502B, 503A-506B Topic 17: 509B, 527A-530B, 535A-538B Interactive Lesson Support for English Language Learners: 102, 105-108, 111</p>
English Language Proficiency Standards in Writing	
ELL II	
Writing Applications	
Standard:	
The student will express his or her thinking and ideas in a variety of writing genres.	
Beginning	
Narrative	

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
1. Relate messages and short stories by writing two-to-three word phrases as well as simple sentences, using key words that are posted and commonly used in the classroom.	This objective is outside the scope of a math program.
Early Intermediate	
Narrative	
1. Write simple phrases and sentences about an event or character from a story dramatized or contextualized by the teacher.	This objective is outside the scope of a math program.
Expository	
2. Participate in creating simple summaries, with teacher as scribe, from informational texts, graphs, tables, or maps.	This objective is outside the scope of a math program.
Intermediate	
Narrative	
1. Write several phrases and simple sentences about a personal experience generated from a group story.	This objective is outside the scope of a math program.
Expository	
2. Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.	This objective is outside the scope of a math program.
Functional	
3. Participate in writing communications, such as friendly letters or thank-you notes, with the teacher as the scribe.	This objective is outside the scope of a math program.
Early Advanced	
Narrative	
1. Write short text about events or characters from familiar stories.	This objective is outside the scope of a math program.
2. Write simple rhymes.	This objective is outside the scope of a math program.
Expository	
3. Create expository texts (e.g., labels, lists, observations, scientific journals) through writing. (s)	This objective is outside the scope of a math program.
4. Participate in a group response to a given piece of literature.	This objective is outside the scope of a math program.
Functional	
5. Write a short friendly letter or thank-you note that is organized and uses a proper format. (i.e., heading, greeting, closing, addresses).	This objective is outside the scope of a math program.
Advanced	
Narrative	
1. Write a narrative or short story that includes a main idea, characters, and a sequence of events.	This objective is outside the scope of a math program.
2. Write simple poetry or chants.	This objective is outside the scope of a math program.
Expository	
3. Report events sequentially using a topic sentence and a concluding statement. (s) (m)	Grade 1: Topic 2: 29F, 42 Topic 6: 141F, 162 Topic 10: 261F, 266

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 11: 301F, 314 Topic 15: 451F, 464, 473A-476 Topic 16: 479F, 488 Interactive Lesson Support for English Language Learners: 101
4. Write short responses to a literature selection that connects text to self, text to world, or text to other text.	This objective is outside the scope of a math program.
Functional	
5. Write a variety of functional texts (classroom rules, letters, notes, messages) that are organized and understandable. (s) (m)	Journal writing (functional text) is incorporated into most lessons: Grade 1: Topic 1: 6, 10, 14 Topic 2: 42, 46 Topic 4: 86, 98, 102, 114 Topic 6: 154, 158 Topic 7: 174, 178 Topic 8: 202 Topic 12: 334, 338, 342, 346, 354 Topic 15: 460, 464, 468, 476 Topic 16: 488, 500, 504, 508 Topic 18: 544, 548, 552, 560, 568
Standard English Conventions	
Standard:	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Write 17 to 20 of the letters (upper and lower case) of the alphabet.	This objective is outside the scope of a math program.
2. Recognize and use basic phonetic spellings, with the beginning phoneme correctly represented most of the time.	This objective is outside the scope of a math program.
3. Apply knowledge of letter-sound relationships to spell simple words with some consonants and a few vowels.	This objective is outside the scope of a math program.
4. Spell one to two high-frequency words correctly. (s) (m) (ss)	representative examples: Grade 1: Topic 2: 29C, 29E-29F, 29, 31A-34 Topic 4: 81C, 81E, 81, 83A-86B Topic 6: 141C, 141E, 141, 151A-154 Topic 8: 193C, 193E, 193, 195A-198B Topic 10: 261C, 261E, 261, 275A-278 Topic 11: 301C, 301E, 301, 307A-310 Topic 12: 329C, 329E, 329, 331A-334 Topic 14: 393A, 393E, 393, 395A-398B Topic 17: 515E, 515, 517A-520 Topic 20: 607C, 607E, 607, 621A-624
5. Often organize writing from left to right and top to bottom with spacing between words.	This objective is outside the scope of a math program.
6. Use resources such as word walls to spell correctly.	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
7. Use capital letters to begin “important” words, although application may be inconsistent or experimental.	This objective is outside the scope of a math program.
8. Identify and use correct sentence endings, including periods and exclamation points.	This objective is outside the scope of a math program.
9. Identify and use, with some errors, present and past verb tenses.	This objective is outside the scope of a math program.
Early Intermediate	
1. Write all upper and lower case letters, attending to form and spatial alignment.	This objective is outside the scope of a math program.
2. Recognize and use phonetic spellings, with consonants (beginning, middle, and clusters) correctly represented most of the time.	This objective is outside the scope of a math program.
3. Spell CVC words correctly.	This objective is outside the scope of a math program.
4. Spell a few high-frequency words correctly. (s) (m) (ss)	Representative examples: Grade 1: Topic 2: 29C, 29E, 29, 31A-34, 34B Topic 3: 49C, 49E, 49, 51A-54 Topic 4: 81C, 81E, 81, 83A-86B Topic 5: 117C, 117E Topic 9: 241A-241C, 241E, 241, 243A-246 Topic 11: 301C, 301E, 301, 307A-310 Topic 12: 329A, 329C, 329E, 329, 331A-334 Topic 13: 365C, 365E, 365, 367A-370B Topic 14: 329C, 329E, 329, 331A-334 Topic 16: 479C, 479E, 479, 485A-488
5. Consistently organize writing from left to right and top to bottom orientation with spacing between words.	This objective is outside the scope of a math program.
6. Use resources such as word walls and picture dictionaries to spell correctly.	This objective is outside the scope of a math program.
7. Use capital letters correctly for the pronoun “I.”	This objective is outside the scope of a math program.
8. Identify and use correct sentence endings, including periods, question marks, and exclamation points.	This objective is outside the scope of a math program.
9. Identify and use, with some errors, present verb tenses including the verb “to be” and past verb tenses.	This objective is outside the scope of a math program.
10. Identify and use, with some errors, nouns and verbs in simple sentences.	This objective is outside the scope of a math program.
Intermediate	
1. Write legibly all upper and lower case letters.	This objective is outside the scope of a math program.
2. Recognize and use phonetic spellings, with consonants and vowels (beginning, middle, and clusters) correctly represented most of the time.	This objective is outside the scope of a math program.
3. Recognize and use common spelling patterns (i.e., onset and rimes, word families, and simple CVC words) to spell words correctly.	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
4. Spell some high-frequency words correctly. (s) (m) (ss)	Representative examples: Grade 1: Topic 2: 29C, 29E, 29, 31A-34, 34B Topic 3: 49C, 49E, 49, 51A-54 Topic 4: 81C, 81E, 81, 83A-86B Topic 5: 117C, 117E Topic 9: 241A-241C, 241E, 241, 243A-246 Topic 11: 301C, 301E, 301, 307A-310 Topic 12: 329A, 329C, 329E, 329, 331A-334 Topic 13: 365C, 365E, 365, 367A-370B Topic 14: 329C, 329E, 329, 331A-334 Topic 16: 479C, 479E, 479, 485A-488
5. Consistently organize writing from left to right and top to bottom orientation with spacing between words and between lines.	This objective is outside the scope of a math program.
6. Use resources such as word walls and dictionaries to spell correctly.	This objective is outside the scope of a math program.
7. Identify and use capital letters correctly for the pronoun “I” and the beginning of a sentence.	This objective is outside the scope of a math program.
8. Identify and use, with some errors, punctuation, including endings of sentences, colon to punctuate time, and commas in dates and closings of letters.	This objective is outside the scope of a math program.
9. Identify and use, with some errors, verb tenses, including present, past, and future tenses.	This objective is outside the scope of a math program.
10. Identify and use, with some errors, nouns, verbs, and adjectives in simple sentences.	This objective is outside the scope of a math program.
11. Identify and use, with some errors, basic subject-verb agreement in simple sentences.	This objective is outside the scope of a math program.
Early Advanced	
1. Write legibly letters and numerals.	This objective is outside the scope of a math program.
2. Recognize and use basic phonetic spelling of unfamiliar words to create readable text.	This objective is outside the scope of a math program.
3. Recognize and use common spelling patterns, such as word families, CVC words, regular plurals, and simple prefixes and suffixes, to spell correctly.	This objective is outside the scope of a math program.
4. Spell many high- frequency words correctly. (s) (m) (ss)	Representative examples: Grade 2: Topic 2: 33C, 33E-33F, 33, 43A-45 Topic 4: 97C, 97E, 97, 111A-114B Topic 6: 169C, 169E, 169, 175A-177 Topic 8: 217C, 217E, 217, 219A-221 Topic 10: 281C, 281E, 281, 287A-290B Topic 11: 313C, 313E, 313, 315A-318B Topic 12: 349C, 349E, 349, 351A-354B Topic 14: 413E, 413, 423A-426B Topic 17: 509C, 509E, 509, 511A-514B Topic 20: 617C, 617E, 617, 627A-630B
5. Consistently organize writing from left to right and top to bottom orientation with spacing between words and between lines as well as correct placement of title.	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
6. Use resources to spell correctly.	This objective is outside the scope of a math program.
7. Identify and use, with some errors, capitalization, including the pronoun “I,” sentence beginnings, and proper nouns.	This objective is outside the scope of a math program.
8. Identify and use, with some errors, punctuation, including endings of sentences, colon to punctuate time, commas (items in a series, greetings, closings of letters, dates), and apostrophes to punctuate contractions.	This objective is outside the scope of a math program.
9. Identify and use, with some errors, verb tenses, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	This objective is outside the scope of a math program.
10. Identify and use, with some errors, nouns, personal pronouns (subjective, objective, possessive), verbs, and adjectives in simple sentences.	This objective is outside the scope of a math program.
11. Identify and use, with few errors, basic subject-verb agreement in simple sentences.	This objective is outside the scope of a math program.
Advanced	
1. Write legibly.	This objective is outside the scope of a math program.
2. Recognize and use phonetic spelling and syllabication to create readable text.	This objective is outside the scope of a math program.
3. Recognize and use common spelling patterns, regular inflectional endings, and phonogram patterns.	This objective is outside the scope of a math program.
4. Spell most high-frequency words correctly. (s) (m) (ss)	Representative examples: Grade 2: Topic 2: 33C, 33E-33F, 33, 43A-45 Topic 4: 97C, 97E, 97, 111A-114B Topic 6: 169C, 169E, 169, 175A-177 Topic 8: 217C, 217E, 217, 219A-221 Topic 10: 281C, 281E, 281, 287A-290B Topic 11: 313C, 313E, 313, 315A-318B Topic 12: 349C, 349E, 349, 351A-354B Topic 14: 413E, 413, 423A-426B Topic 17: 509C, 509E, 509, 511A-514B Topic 20: 617C, 617E, 617, 627A-630B
5. Incorporate correct orientation into own text.	This objective is outside the scope of a math program.
6. Use resources to spell correctly.	This objective is outside the scope of a math program.
7. Identify and use, with few errors, capitalization, including the pronoun “I,” sentence beginnings, and proper nouns.	This objective is outside the scope of a math program.
8. Identify and use, with few errors, punctuation, including endings of sentences, colon to punctuate time, and commas (items in a series, greetings, closings of letters, dates), and apostrophes to punctuate contractions.	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
9. Identify and use, with few errors, verb tenses, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	This objective is outside the scope of a math program.
10. Identify and use, with few errors, nouns, personal pronouns, verbs, and adjectives in simple sentences.	This objective is outside the scope of a math program.
11. Identify and use subject-verb agreement consistently in simple sentences, and write complete sentences.	This objective is outside the scope of a math program.
Writing Process	
Standard:	
Students use the steps of the writing process as a writing piece moves toward completion.	
Beginning	
1. Generate ideas through class discussion and draw a picture about the ideas generated.	This objective is outside the scope of a math program.
2. Discuss the purpose for a drawing or writing piece.	This objective is outside the scope of a math program.
3. Create a group draft, scripted by the teacher.	This objective is outside the scope of a math program.
4. Reread original draft scripted by the teacher and add additional details as needed.	This objective is outside the scope of a math program.
Early Intermediate	
1. Generate ideas through class discussion and draw a picture or storyboard about the ideas generated.	This objective is outside the scope of a math program.
2. Discuss the purpose for a writing piece.	This objective is outside the scope of a math program.
3. Communicate ideas by drawing, telling, or writing for a purpose.	This objective is outside the scope of a math program.
4. Reread original draft scripted by the teacher for clarity and add additional details as needed for audience understanding.	This objective is outside the scope of a math program.
Intermediate	
1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer's notebook, group discussion).	This objective is outside the scope of a math program.
2. Discuss the purpose for a writing piece and who the intended audience of writing piece will be.	This objective is outside the scope of a math program.
3. Write a draft based on ideas taken from stories, captions, letters, observations, or messages.	This objective is outside the scope of a math program.
4. Reread original draft for clarity and add additional details for audience understanding and to more effectively accomplish the purpose.	This objective is outside the scope of a math program.
Early Advanced	
1. Generate and organize ideas using simple webs, maps, or lists.	This objective is outside the scope of a math program.
2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.	This objective is outside the scope of a math program.
3. Use a prewriting plan to develop a draft with main idea(s).	This objective is outside the scope of a math program.
4. Evaluate the draft for clarity and add details to the draft to more effectively address audience and purpose.	This objective is outside the scope of a math program.

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Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Advanced	
1. Generate ideas and maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas.	This objective is outside the scope of a math program.
2. Determine the purpose (e.g., to entertain, to inform, to communicate), and the intended audience of a writing piece.	This objective is outside the scope of a math program.
3. Use a prewriting plan to develop a draft with a main idea(s).	This objective is outside the scope of a math program.
4. Apply appropriate tools or strategies (e.g., peer review, rubrics) to rearrange and modify words and sentences to clarify the meaning of the draft.	This objective is outside the scope of a math program.
Writing Elements	
Standard:	
The student will integrate elements of effective writing to develop engaging and focused text.	
Beginning	
1. Use pictures that convey meaning and include imitative text or recognizable words to convey meaning. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: Science and social studies
Early Intermediate	
1. Create pictures and text that: (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: Science and social studies
a. include details and use labels, captions, or picture descriptors to expand meaning and clearly go with the picture;	This objective is outside the scope of a math program.
b. show a sense of beginning; and	This objective is outside the scope of a math program.
c. have a distinctive personal style and originality.	This objective is outside the scope of a math program.
Intermediate	
1. Create stand-alone text that: (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
a. expresses a clear message;	This objective is outside the scope of a math program.
b. demonstrates sequencing or patterning;	This objective is outside the scope of a math program.
c. is expressive and individualistic;	This objective is outside the scope of a math program.
d. uses a variety of words, even if not spelled correctly; and	This objective is outside the scope of a math program.
e. attempts simple sentences.	This objective is outside the scope of a math program.
Early Advanced	
1. Create stand-alone text that: (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
a. expresses a clear message and incorporates relevant details that give the text interest;	This objective is outside the scope of a math program.
b. places multiple sentences in an order that supports the main idea;	This objective is outside the scope of a math program.

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Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
c. is expressive and shows some awareness of audience through word choice and style; and	This objective is outside the scope of a math program.
d. uses descriptive phrases and short sentences, beyond one- or two-word labels.	This objective is outside the scope of a math program.
Advanced	
1. Create stand-alone text that: (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
a. organizes content in a selected format (e.g., letter, narrative)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
b. uses beginning and concluding statements and signal words to indicate order of events or ideas and transitional words to connect ideas;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
c. is expressive, creates a picture in the reader's mind, and show awareness of audience through word choice and style; and	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
d. includes sentences with some variety in beginnings and lengths.	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Research	
Standard:	
The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.	
Beginning	
1. Make observations of objects, people, or events for a class project. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
Early Intermediate	
1. Consult print and multimedia resources (e.g., photographs, Internet, interviews), in his or her first language, when needed to complete a class project. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
Intermediate	
1. Consult print and multimedia resources (e.g., photographs, Internet, interviews) when needed to complete a class project. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
Early Advanced	
1. Gather information from dictionaries and other basic reference materials needed to complete a class project. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
2. Generate questions for possible future investigations or research based on the conclusions of a scientific investigation. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
Advanced	
1. Gather and organize information from various resources needed to complete a research project. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
2. Record observations and data from guided investigations in a field journal in his or her own words. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
3. Record questions for further inquiry based on the conclusions of a scientific investigation. (s)	This objective includes linguistic skills and knowledge in the following content areas: science

(s)–science; (m)–math; (ss)–social studies

**Scott Foresman—Addison Wesley enVisionMATH
to the
Arizona English Language Proficiency (ELPS) Standards
Grades 3-5**

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Grades 3-5	
ELL III	
English Language Proficiency Standards in Listening and Speaking	
Delivery of Oral Communications	
Standard:	
The student will express orally his or her own thinking and ideas.	
Beginning	
1. Participate in small group discussions, including greeting familiar and unfamiliar people, responding appropriately to introductions by other people, and asking and responding to detailed questions regarding personal information, using phrases and/or simple sentences. (s) (m) (ss)	Representative examples: Grade 3: Topic 2: 33B, 35B, 39B Topic 3: 64C, 66-67, 69, 71B Topic 4: 84C, 89B, 91B, 93 Topic 6: 141B, 143B, 145B Topic 9: 204C, 206B, 207B, 209B Topic 10: 235, 237, 237B, 241B Topic 13: 307B, 311B, 315B Topic 15: 348C, 350B, 353, 355B Topic 17: 390C, 395, 395B, 397B Topic 19: 437B, 439B, 445B
2. Interact with adults and peers in formal and informal settings, using English in socially and culturally appropriate ways.	This objective is outside the scope of a math program.
3. Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using words and phrases. (s) (m) (ss)	Representative examples: Grade 3: Topic 1: 2C, 2F, 4B, 5, 6B, 7 Topic 3: 64C, 67B, 68-69, 72B Topic 4: 84C, 84F, 86B, 86, 92 Topic 6: 144B, 144, 148B, 148 Topic 7: 164B, 166B, 166, 172 Topic 9: 204C, 204F, 210B, 212 Topic 11: 258C, 258F, 260, 264, 266B Topic 13: 308B, 311, 312B, 318 Topic 15: 348C, 350B, 351B, 356B Topic 20: 456C, 456F, 460B, 464B
4. Contribute to classroom and small group academic discussions by asking and answering questions and attracting needed attention to a situation (e.g., Help me, please; Excuse me), using phrases and simple sentences. (s) (m) (ss)	Representative examples: Grade 3: Topic 1: 4B, 5B, 7B, 8B, 9B, 11B Topic 3: 64C, 66-67, 69, 71B Topic 4: 84C, 89B, 91B, 93 Topic 5: 106C, 111, 113B, 114B Topic 9: 204C, 206B, 207B, 209B Topic 10: 235, 237, 237B, 241B Topic 11: 258C, 263, 263B, 264B Topic 15: 348C, 350B, 353, 355B Topic 17: 390C, 395, 395B, 397B Topic 20: 456C, 458B, 459, 459B

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
5. Issue single-step directions and commands in a manner that the listener can follow, with less reliance on gestures to convey meaning. (s) (m)	Representative examples: Grade 3: Topic 2: 33B, 35B, 39B, 43B Topic 7: 165B, 169B, 173B Topic 9: 207B, 209B, 211B Topic 10: 245B, 247B, 249B Topic 12: 293B, 295B, 297B Topic 14: 333B, 339B, 341B Topic 17: 397B, 399B, 401B Topic 18: 417B, 419B, 421B Topic 19: 439B, 445B, 438B Topic 20: 471B, 475B, 477B
6. Relate simple stories or events about routine activities, using sequential organization and accurate, but limited, vocabulary. (s) (m)	Grade 3: Topic 9: 215 Topic 17: 404A-405B Interactive Lesson Support for English Language Learners: 112
Early Intermediate	
1. Participate in short routine social conversations held in pairs or in small groups in which he or she exchanges personal information and discusses personal experiences, abilities, and needs, using simple and more complex sentences that show some evidence of connected discourse (e.g., the use of words such as and, but, first, next, then, because, however, therefore). (s) (m) (ss)	Representative examples: Grade 4: Topic 1: 9B, 13B, 15B, 19B, 21B Topic 4: 81B, 89B Topic 7: 153B, 157B Topic 8: 177B, 181B Topic 9: 199B, 209B Topic 11: 253B, 255B, 261B Topic 15: 349B, 351B Topic 17: 403B, 407, 413B Topic 18: 433B, 431B Topic 19: 453B, 461B
2. Role-play a telephone conversation with another person discussing several issues, using English in socially and culturally appropriate ways.	This objective is outside the scope of a math program.
3. Ask and respond to basic instructional questions on the content presented (e.g., who, what, where, when, why, how), using words, phrases and simple sentences. (s) (m) (ss)	Representative examples: Grade: 4 Topic 1: 2F, 2L, 4B, 5, 8B, 17B Topic 3: 55, 57B, 59, 64, 66 Topic 4: 77, 80, 82, 83B, 86 Topic 6: 129, 130, 132, 135B Topic 7: 142, 144B, 144, 145B Topic 9: 196, 197, 198, 200 Topic 11: 250B, 251, 254B, 256 Topic 13: 290B, 291, 294B, 296 Topic 15: 347, 349, 349B, 356 Topic 20: 468B, 469B, 470
4. Contribute to classroom and small group academic discussions by asking and answering questions, and making comparisons (e.g., stating similarities and differences in objects, people, and events), using simple and more complex sentences. (s) (m) (ss)	Representative examples: Grade 4: Topic 2: 32B, 35B, 36B, 39B Topic 3: 52C, 54B, 57B, 60B Topic 4: 76B, 79B, 80B, 82B Topic 7: 140C, 142B, 143B Topic 9: 196B, 199B, 201B, 204B

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 11: 248C, 253B, 257B Topic 14: 320B, 323B, 326B, 327B Topic 16: 364A-365B, 368B-369B Topic 19: 448B, 449B, 452B Interactive Lesson Support for English Language Learners: 8, 33, 45, 77, 103
5. Issue one- to two-step routine directions in a manner that the listener can follow. (s) (m)	Representative examples: Grade 4: Topic 1: 7B, 9B, 15B, 21B Topic 3: 59B, 65B, 69B Topic 7: 145B, 149B, 151B Topic 8: 167B, 169B, 173B, 177B Topic 11: 255B, 257B Topic 12: 269B, 275B, 281B Topic 16: 369B, 373B, 393B Topic 18: 441B Topic 19: 457B, 459B Topic 20: 471B, 477B
6. Present personal narrative about events or activities of interest that includes an introduction, some development, and a conclusion that listeners can follow, using accurate, but ordinary, and somewhat limited vocabulary. (s) (m)	Grade 4: <i>Interactive Lesson Support for English Language Learners: 8, 13, 21, 28, 33, 44, 49, 85 (Report Back Orally)</i>
Intermediate	
1. Participate in social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; and describes common events and routines, using phrases, clauses, and sentences in correct and meaningful patterns. (s) (m) (ss)	Representative examples: Grade 4: Topic 1: 9B, 13B, 15B, 19B, 21B Topic 4: 81B, 89B Topic 7: 153B, 157B Topic 8: 177B, 181B Topic 9: 199B, 209B Topic 11: 253B, 255B, 261B Topic 15: 349B, 351B Topic 17: 403B, 407, 413B Topic 18: 433B, 431B Topic 19: 453B, 461B
2. Give and receive compliments, show gratitude, and express apologies in socially and culturally appropriate ways through verbal and nonverbal means.	This objective is outside the scope of a math program.
3. Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?), using key words, phrases, and sentences. (s) (m) (ss)	Representative examples: Grade 4: Topic 1: 2G, 4B, 20A-21, 21B Topic 2: 34A-35B, 44A-46, 47B Topic 5: 102A-104, 105B, 116A-118, 119B Topic 6: 143A-135B Topic 8: 186A-187B Topic 10: 238A-240, 241B Topic 12: 282A-283B Topic 14: 336A-338, 339B Topic 17: 420A-422, 423B Topic 19: 460A-461B

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
<p>4. Contribute to classroom and small group academic discussions by asking and answering questions, agreeing and disagreeing with others, and making comparisons, using simple and complex sentences. (s) (m) (ss)</p>	<p>Representative examples: Grade 4: Topic 1: 18A-19B, 20B, 21B Topic 2: 32B, 35B, 36B, 39B Topic 4: 76B, 79B, 80B, 82B Topic 8: 168B, 170B, 179B Topic 9: 196B, 199B, 201B, 204B Topic 10: 234A-235B, 236B, 237B Topic 14: 320B, 323B, 326B, 327B Topic 16: 364A-365B, 368B-369B Topic 19: 448B, 449B, 452B Topic 20: 468B, 469B, 470B, 471B</p>
<p>5. Issue multiple-step routine directions and instructions in a manner that the listener can follow. (s) (m)</p>	<p>Representative examples: Grade 4: Topic 1: 7B, 9B, 15B, 21B Topic 3: 59B, 65B, 69B Topic 7: 145B, 149B, 151B Topic 8: 167B, 169B, 173B, 177B Topic 11: 255B, 257B Topic 12: 269B, 275B, 281B Topic 16: 369B, 373B, 393B Topic 18: 441B Topic 19: 457B, 459B Topic 20: 471B, 477B</p>
<p>6. Present personal narratives about ideas, events, or activities of interest, using logical organization and accurate and somewhat varied vocabulary. (s) (m)</p>	<p>Grade 4: <i>Interactive Lesson Support for English Language Learners: 8, 13, 21, 28, 33, 44, 49, 85 (Report Back Orally)</i></p>
Early Advanced	
<p>1. Participate in extended social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; asks for and grants permission; and describes common events and routines, using simple and more complex sentences in coherent, connected discourse. (s) (m) (ss)</p>	<p>Representative examples: Grade 5: Topic 1: 5B, 9B, 11B, 13B Topic 3: 59B, 61B, 63B, 67B Topic 7: 171B, 173, 177B Topic 8: 203B, 205B, 207B Topic 11: 279B, 283B, 285B Topic 12: 297B, 299B, 307B Topic 16: 399B, 401B, 403B Topic 18: 435B, 439B, 445B Topic 19: 467B, 471B, 473B Topic 20: 487B, 491B, 493B</p>
<p>2. Give and receive compliments, show gratitude, apologize, and express various emotions in socially and culturally appropriate ways through verbal and nonverbal means.</p>	<p>This objective is outside the scope of a math program.</p>
<p>3. Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?), using more extensive descriptive comments. (s) (m) (ss)</p>	<p>Representative examples: Grade 5: Topic 1: 2F-2G, 2L, 5, 8, 9 Topic 2: 22F, 26, 27, 34A-35, 37B Topic 5: 120F, 126A-127, 127B Topic 9: 218F, 236, 237, 246A-247 Topic 11: 276F, 288A-289, 289B</p>

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 14: 348F, 357, 360, 361 Topic 16: 396F, 404A-405, 405B Topic 18: 428F, 431, 435, 448 Topic 19: 462F, 478A-479, 479B Topic 20: 487, 490, 493,494-495
4. Contribute to classroom and small group academic discussions by giving suggestions, describing events, expressing possibilities and probabilities, and using another means of expression (e.g., synonyms, circumlocution), using accurate and varied vocabulary and sentence structures. (s) (m) (ss)	Grade 5: Topic 20: 484A-484C, 484F, 485, 486B, 487B, 488B, 491B, 492B, 493B, 494B, 495B Interactive Lesson Support for English Language Learners: 118-121
5. Issue multiple-step routine directions and instructions in a manner that the listener can follow, including basic references to time, location, and movement. (s) (m) (ss)	Grade 5: Topic 14: 358B-360, 361, 361B, 362B-363B, 366B-367B Topic 17: 410C, 410E, 411, 414B-415, 417, 417B, 418B-419B Topic 19: 462C-462F, 464B-465, 467, 467B,468B-469B, 470B-471B, 472B-473B Interactive Lesson Support for English Language Learners: 86-87, 100-102, 114-117
6. Prepare and deliver a short oral report in a content area that effectively conveys the information in connected discourse, using accurate and varied vocabulary. (s) (m)	Grade 5: <i>Interactive Lesson Support for English Language Learners: 21, 42, 44, 73, 97, 101, 103, 106, 112 (Report Back Orally)</i>
Advanced	
1. Participate in extended social conversations held in pairs or in small groups in which he or she responds to a range of personal questions; gives invitations and apologies; asks for and gives advice, permission, suggestions, and reminders; and describes common events and routines, using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss)	Representative examples: Grade 5: Topic 1: 5B, 9B, 11B, 13B Topic 3: 59B, 61B, 63B, 67B Topic 7: 171B, 173, 177B Topic 8: 203B, 205B, 207B Topic 11: 279B, 283B, 285B Topic 12: 297B, 299B, 307B Topic 16: 399B, 401B, 403B Topic 18: 435B, 439B, 445B Topic 19: 467B, 471B, 473B Topic 20: 487B, 491B, 493B
2. Determine appropriate topics for interaction given the audience and setting, including when it is appropriate to tell a joke.	This objective is outside the scope of a math program.
3. Ask and respond to instructional questions on the content presented (e.g., How do the events of this story relate to your experiences?), using an extended explanation. (s) (m) (ss)	Representative examples: Grade 5: Topic 1: 2F-2G, 2L, 5, 8, 9 Topic 4: 82F, 84B, 85, 89B Topic 5: 120C, 120F, 122B, 124B Topic 9: 218F, 236, 237, 246A-247 Topic 11: 276F, 288A-289, 289B Topic 13: 320C, M320F, 322B, 323, 325

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 16: 396F, 404A-405, 405B Topic 17: 410C, 410F, 422B Topic 19: 478A-479, 479B Topic 20: 484C, 484F, 490, 493
4. Contribute to classroom and small group academic discussions by giving suggestions, describing events, expressing possibilities and probabilities, posing hypotheticals, and using another means of expression (e.g., synonyms, circumlocution), using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss)	Representative examples: Grade 5: Topic 1: 2C, 2F, 6C, 9B, 11B, 13B Topic 4: 82F, 86B, 87B, 89B, 90B Topic 6: 144F, 146B, 151B, 155B Topic 8: 198C, 203B, 205B, 207B Topic 10: 254C, 254F, 259B, 264B Topic 11: 276C, 280B, 258B, 289B Topic 13: 320F, 325B, 331B, 335B Topic 14: 358B-360, 361, 361B, 362B-363B Topic 17: 410C, 410E, 411, 414B-415, 417 Topic 19: 462C-462F, 464B-465, 467
5. Give clear multiple-step instructions to carry out a familiar process. (s) (m)	Grade 5: Topic 2: 27B, 29B, 33B, 41B Topic 4: 85B, 87B, 89B, 101B Topic 6: 151B, 157B, 163B Topic 7: 173B, 183B, 187B Topic 10: 259B, 261B, 263B Topic 14: 361B, 363B, 365B Topic 15: 377B, 389B, 385B Topic 17: 419B, 423B Topic 18: 431B, 451B, 453B
6. Prepare and deliver a short oral report in a content area that effectively conveys the information through verbal and nonverbal communications in connected discourse, using accurate, natural, and varied vocabulary. (s) (m)	Grade 5: <i>Interactive Lesson Support for English Language Learners: 21, 42, 44, 73, 97, 101, 103, 106, 112 (Report Back Orally)</i>
Standard English Conventions	
Standard:	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Use various verb tenses, with few errors, including present, past, and future tenses.	This objective is outside the scope of a math program.
2. Use basic subject-verb agreement in simple sentences, with some errors.	This objective is outside the scope of a math program.
3. Use nouns, verbs, and adjectives in simple sentences, with some errors.	This objective is outside the scope of a math program.
4. Speak in complete sentences.	This objective is outside the scope of a math program.
Early Intermediate	
1. Use various verb tenses, with some errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	This objective is outside the scope of a math program.
2. Use basic subject-verb agreement in simple sentences, with few errors.	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
3. Use nouns, verbs, and adjectives in simple sentences, with few errors.	This objective is outside the scope of a math program.
4. Speak in complete sentences and identify differences between complete and incomplete sentences.	This objective is outside the scope of a math program.
Intermediate	
1. Use various verb tenses, with few errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	This objective is outside the scope of a math program.
2. Use basic subject-verb agreement in simple sentences, with few errors, and in compound sentences, with several errors.	This objective is outside the scope of a math program.
3. Use nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences, with some errors.	This objective is outside the scope of a math program.
4. Speak in complete sentences and make corrections to incomplete sentences.	This objective is outside the scope of a math program.
Early Advanced	
1. Use various verb tenses, with some errors, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	This objective is outside the scope of a math program.
2. Use subject-verb agreement in simple sentences, with few errors, and in compound sentences, with some errors.	This objective is outside the scope of a math program.
3. Use nouns, verbs, personal pronouns, adjectives, and conjunctions in simple sentences, with few errors.	This objective is outside the scope of a math program.
4. Speak in complete sentences and identify differences between colloquial and more formal language.	This objective is outside the scope of a math program.
Advanced	
1. Use various verb tenses, with few errors, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	This objective is outside the scope of a math program.
2. Use subject-verb agreement in simple and compound sentences, with few errors.	This objective is outside the scope of a math program.
3. Use nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences, with few errors.	This objective is outside the scope of a math program.
4. Speak in complete sentences and move between colloquial and more formal language, with some ease.	This objective is outside the scope of a math program.

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Comprehension of Oral Communications	
Standard:	
The student will listen actively to the ideas of others in order to acquire new knowledge.	
Beginning	
1. Respond orally to stories read aloud by identifying the characters, setting, and key events, using key words, short phrases, and simple sentences. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Follow short multiple-step oral directions for classroom and other activities in the presence of gestures and clear contextual clues. (s) (m)	Representative examples: Grade 3: Topic 1: 4-5, 9B, 11B, 16B Topic 3: 64C, 66-67, 72B Topic 5: 106C, 113B, 122B Topic 6: 140-141, 147B Topic 8: 184B, 185B, 186-187 Topic 9: 204C, 208-209, 209B Topic 11: 263B, 266-267 Topic 14: 326C, 333B, 337B Topic 17: 390C, 396B, 400-401 Interactive Lesson Support for English Language Learners: 9, 39, 73, 93, 99
3. Comprehend a range of expressions used to request personal details; direct classroom activities; identify people, objects, and events; and ask for and grant permission, when spoken slowly, with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)	Representative examples: Grade 3: Topic 2: 33B, 35B, 39B, 43B Topic 7: 165B, 169B, 173B Topic 9: 207B, 209B, 211B Topic 10: 245B, 247B, 249B Topic 12: 293B, 295B, 297B Topic 14: 333B, 339B, 341B Topic 17: 397B, 399B, 401B Topic 18: 417B, 419B, 421B Topic 19: 439B, 445B, 438B Topic 20: 471B, 475B, 477B
4. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 3: Topic 2: 30E, 31, 32A-33B Topic 5: 108A-109B, 110A-110 Topic 6: 138C, 138E, 139, 152A Topic 8: 182C, 182E, 183 Topic 10: 232C, 232E, 233, 241B Topic 11: 258C, 258E, 260A-261, 263B Topic 12: 274E, 276A-277, 277B Topic 14: 326C, 326E, 328A-329 Topic 17: 390C, 400A-400 Topic 20: 456C, 456E, 457

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Early Intermediate	
1. Respond orally to stories read aloud by identifying key details and placing events in sequence, using accurate and somewhat varied vocabulary. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: Science and social studies
2. Follow multiple-step directions related to the position, frequency, and duration of one’s movements in space. (s) (m) (ss)	Grade 3: Topic 11: 258A-258E, 259, 260A-263B Interactive Lesson Support for English Language Learners: 71
3. Follow short predictable discourse on familiar matters, including personal experiences, abilities, and needs, with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)	Representative examples: Grade 3: Topic 2: 35B, 36B, 40B Topic 3: 64C, 66-67, 72B Topic 5: 106C, 108B, 122B Topic 7: 164B, 165B, 173B Topic 8: 184B, 185B, 186-187 Topic 10: 234B, 234, 237B Topic 11: 263B, 266-267 Topic 15: 350B, 357B Topic 17: 390C, 396B, 400-401
4. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher’s edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 4: Topic 2: 26C, 26E, 27, 28A-28 Topic 5: 94C, 94E, 98A-99 Topic 6: 126E, 127, 128A-128, 129B Topic 8: 162E, 168A-169, 179B Topic 10: 214E, 216A-217, 219B Topic 12: 266C, 267, 283B Topic 13: 288C, 289 Topic 14: 314C, 314E, 315 Topic 17: 401, 402A-402, 403B Topic 20: 467, 470A-471B
Intermediate	
1. Respond orally to stories read aloud by identifying key details and placing events in sequence, using accurate and somewhat varied vocabulary. (s) (m) (ss)	Grade 5: Topic 14: 359-361, 361B, 366A-367B Interactive Lesson Support for English Language Learners: 89
2. Follow multiple-step oral directions related to the position of one’s movement in space, including positive and negative commands. (s) (m)	Grade 5: Topic 17: 410C, 410E, 411, 414B-415, 417, 417B, 418B-419B Topic 19: 462C-462F, 464B-465, 467, 467B, 468B-469B, 470B-471B, 472B-473B Interactive Lesson Support for English Language Learners: 100-102, 114-117

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
3. Follow short predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; and invitations and apologies, when spoken at a normal rate with some rephrasing, repetitions, and contextual clues. (s) (m) (ss)	Grade 5: Topic 18: 428C, 428F, 429, 430B-431, 431B, 432B-435, 435B, 444B-445, 445B, 446B-449, 449B Interactive Lesson Support for English Language Learners: 104-105
4. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 5: Topic 2: 22C, 22E, 23, 24A-25, 45B Topic 4: 84A-85, 102A-103, 106 Topic 6: 144C, 144E, 158A-159, 161B Topic 8: 198C, 198E, 198, 208A-209, 209B Topic 10: 254C, 254E, 260A-261 Topic 12: 294E, 295, 298A-299, 299B Topic 13: 320C, 320E, 321, 322B-323 Topic 14: 346E, 353B, 358A-359 Topic 17: 410C, 410E, 411, 414A-415 Topic 20: 484C, 484E, 492A-492
Early Advanced	
1. Identify factual details, key words, and expressions, and the overall gist of read-aloud stories and content area presentations with contextual support (e.g., graphic organizers, posters, diagrams), with repetitions, rephrasing, and clarifications. (s) (m) (ss)	Each Lesson has a "Visual Learning" component which serves as a graphic organizer. Representative examples: Grade 5: Topic 1: 4-5, 10-11, 12-13 Topic 4: 98-99, 102-103, 106-107 Topic 6: 128-129, 136-137, 138-139 Topic 9: 232-233, 234-235, 238-239 Topic 11: 278-279, 284-285, 286-287 Topic 12: 300-301, 306-307, 308-309 Topic 13: 330-331, 332-333, 336-337 Topic 14: 352-353, 356-357, 358-359 Topic 18: 444-445, 450-451, 452-453 Topic 19: 470-471, 472-473, 474-475
2. Follow multiple-step instructions (four or more steps) for familiar processes or procedures. (s) (m) (ss)	Grade 5: Topic 2: 46A-48, 49B Topic 5: 126A-127, 127B Topic 7: 188A-190, 191B Interactive Lesson Support for English Language Learners: 10-11, 27, 43
3. Follow extended predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; and invitations and apologies, when spoken at a normal rate. (s) (m) (ss)	Grade 5: Topic 18: 428C, 428F, 429, 430B-431, 431B, 432B-435, 435B, 444B-445, 445B, 446B-449, 449B Interactive Lesson Support for English Language Learners: 104-105

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
4. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher’s edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 5: Topic 2: 22C, 22E, 23, 24A-25, 45B Topic 4: 84A-85, 102A-103, 106 Topic 6: 144C, 144E, 158A-159, 161B Topic 8: 198C, 198E, 198, 208A-209, 209B Topic 10: 254C, 254E, 260A-261 Topic 12: 294E, 295, 298A-299, 299B Topic 13: 320C, 320E, 321, 322B-323 Topic 14: 346E, 353B, 358A-359 Topic 17: 410C, 410E, 411, 414A-415 Topic 20: 484C, 484E, 492A-492
Advanced	
1. Identify the purpose, main ideas, supporting details, and key words and expressions of read-aloud stories and content area presentations with repetitions, rephrasing, and clarifications. (s) (m) (ss)	Representative examples: Grade 5: Topic 1: 2F, 2G, 2L, 5, 9, 13 Topic 4: 82F, 85, 110A-112, 113B Topic 6: 144F, 162A-163, 163B Topic 10: 245F, 261, 270A-271, 271B Topic 11: 279, 282, 288A-289, 289B Topic 12: 299, 307, 314A-315, 315B Topic 13: 320F, 324, 340A-341, 341B Topic 14: 349, 351, 366A-367, 367B Topic 18: 442, 448, 454A-455, 455B Topic 19: 471, 476, 478A-479
2. Follow multiple-step instructions (six or more steps) for familiar processes or procedures. (s) (m)	Grade 5: Topic 2: 46A-48, 49B Topic 5: 126A-127, 127B Topic 7: 188A-190, 191B Interactive Lesson Support for English Language Learners: 10-11, 27, 43
3. Follow extended predictable discourse on familiar matters, including common events, routines, objects, and people; likes, dislikes, and wants; invitations and apologies; and problems and situations, when spoken at a normal rate with some rephrasing, and contextual clues. (s) (m) (ss)	Grade 5: Topic 18: 428C, 428F, 429, 430B-431, 431B, 432B-435, 435B, 444B-445, 445B, 446B-449, 449B Interactive Lesson Support for English Language Learners: 104-105
4. Comprehend all content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher’s edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 5:

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Continued	Topic 2: 22C, 22E, 23, 24A-25, 45B Topic 4: 84A-85, 102A-103, 106 Topic 6: 144C, 144E, 158A-159, 161B Topic 8: 198C, 198E, 198, 208A-209, 209B Topic 10: 254C, 254E, 260A-261 Topic 12: 294E, 295, 298A-299, 299B Topic 13: 320C, 320E, 321, 322B-323 Topic 14: 346E, 353B, 358A-359 Topic 17: 410C, 410E, 411, 414A-415 Topic 20: 484C, 484E, 492A-492
English Language Proficiency Standards in Reading	
ELL III	
Print Concepts	
Standard:	
The student will demonstrate understanding of print concepts of the English language.	
Beginning	
1. Identify a few organizational features (e.g., title, author, and table of contents) of a book. (s) (m) (ss)	Grade 3: Student Edition: I-IX
2. Alphabetize a series of words to the second letter.	This objective is outside the scope of a math program.
Early Intermediate	
1. Identify some organizational features (e.g., title, table of contents, chapter titles, glossary) of a book. (s) (m) (ss)	Grade 4: Student Edition: I-IX
2. Alphabetize a series of words to the third letter.	This objective is outside the scope of a math program.
Intermediate	
1. Identify many organizational features (e.g., title, table of contents, chapter titles, glossary) of a book. (s) (m) (ss)	Grade 4: Student Edition: I-IX
Early Advanced	
1. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, italics, key words, glossary, indices, italics, key words) of text. (s) (m) (ss)	Grade 5: Student Edition: I-IX
Advanced	
1. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (s) (m) (ss)	Grade 5: Student Edition: I-IX
Phonetic Awareness & Decoding	
Standard”	
The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.	
Beginning	
1. Decode, and correctly pronounce most English phonemes while reading aloud.	This objective is outside the scope of a math program.
2. Generate sounds from many letters and letter patterns, including consonant blends and short-vowel patterns (phonograms) and combine those sounds into recognizable words.	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
3. Pronounce many English graphemes with general accuracy while reading aloud.	This objective is outside the scope of a math program.
4. Orally segment two-syllable words into syllables and count the number of sounds in syllables and syllables in words.	This objective is outside the scope of a math program.
5. Read inflectional forms of words, including irregular plurals (e.g., wife/wives).	This objective is outside the scope of a math program.
6. Sometimes identify the words that comprise compound words and their meaning. (s) (m) (ss)	Grade 3: Topic 1: 4-5, 5B, 6B, 9, 10-11, 11B, 18, 21B Topic 12: 274E, 275, 282A-283, 283B Topic 17: 393 Interactive Lesson Support for English Language Learners: 78, 91
7. Sometimes read common abbreviations. (s) (m) (ss)	Grade 3: Topic 14: 326A-326B, 326E, 327, 328A, 328-329, 331B, 334A, 334-335, 337, 337B, 338B-339, 339B, 340-341, 341B Topic 15: 348A-348B, 348E, 349, 350A, 350-351, 351B, 352A, 352-354, 355B, 356A, 356-357, 357B, 3538A-359, 359B, 360B-361, 361B Topic 16: 366A-366bB, 367, 368B-369B, 370B-371B, 372 Topic 17: 390A-390B, 390E-390F, 391, 392A, 392, 400B-401B, 402A-403B, 404B-405B Interactive Lesson Support for English Language Learners: 90, 95-96, 100-101, 111
8. Sometimes use knowledge of word order (syntax) and context to confirm decoding.	This objective is outside the scope of a math program.
Early Intermediate	
1. Recognize many common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	This objective is outside the scope of a math program.
2. Generate sounds from all letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blend those sounds into recognizable words.	This objective is outside the scope of a math program.
3. Pronounce most English graphemes with general accuracy when reading multi-syllabic words aloud.	This objective is outside the scope of a math program.
4. Apply knowledge of basic syllabication rules when decoding two or three-syllable written words (e.g., sup/per, fam/i/ly).	This objective is outside the scope of a math program.
5. Read words from common word families (e.g., -ite, -ate).	This objective is outside the scope of a math program.
6. Often identify the words that comprise compound words and their meaning. (s) (m) (ss)	Grade 4: Topic 10: 214E, 215, 221B, 222A-223B Topic 8: 178B Topic 17: 400E, 401, 416A-417B

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
7. Often read common abbreviations. (s) (m) (ss)	Grade 4: Topic 16: 364-365, 365B, 366B-366, 367B, 368B, 369B, 370B-372, 373B, 374-375B, 376B-377B, 378B-379B, 380-383, 383B, 390B-391B Interactive Lesson Support for English Language Learners: 106, 110
8. Often use knowledge of word order (syntax) and context to confirm decoding.	This objective is outside the scope of a math program.
Intermediate	
1. Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	This objective is outside the scope of a math program.
2. Generate sounds from all letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms) and blend those sounds into recognizable words	This objective is outside the scope of a math program.
3. Pronounce English graphemes with general accuracy when reading multi-syllabic words aloud.	This objective is outside the scope of a math program.
4. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words.	This objective is outside the scope of a math program.
5. Read words from common word families (e.g., -ab, -ail, -ake, -an).	This objective is outside the scope of a math program.
6. Consistently identify the words that comprise compound words and their meaning. (s) (m) (ss)	Grade 5: Topic 3: 56C, 56E, 57, 62A-63B Topic 9: 218E, 219, 246A-247 Topic 18: 428E, 429, 432A-432B, 440A-441 Interactive Lesson Support for English Language Learners: 14
7. Consistently read common abbreviations. (s) (m) (ss)	Grade 5: Topic 12: 296B, 297, 298B-299B, 300-303, 303B, 304-305B, 306-307B, 308-309B, 310-313B, 314B-315B Topic 14: 346B-346D, 346F, 348-349, 349B, 350-351, 351B, 352-353, 353B, 354-355, 355B, 356-357, 357B, 358B-361B, 362-363, 363B, 364B-365B, 366B-367, 367B Interactive Lesson Support for English Language Learners: 71, 75, 85, 88
8. Consistently use knowledge of word order (syntax) and context to confirm decoding.	This objective is outside the scope of a math program.
Early Advanced	
1. Use common English morphemes in oral and silent reading to derive meaning from text.	This objective is outside the scope of a math program.
2. Read words from complex word families (e.g., -ought, -ight).	This objective is outside the scope of a math program.
Advanced	
1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
2. Read words using knowledge of many spelling rules (e.g., inflectional endings; orthographic patterns and rules, such as oil/toy, match/speech, badge/cage; contractions;–tion and –sion; regular phonogram patterns).	This objective is outside the scope of a math program.
Vocabulary	
Standard:	
The student will acquire English language vocabulary and use it in relevant contexts.	
(Some content also covered in Listening & Speaking)	
Beginning	
1. Recognize the meaning of many common prefixes and suffixes to determine the meaning of unfamiliar words (e.g., wonderful, washable, pre-game, misbehavior). (s) (m) (ss)	Grade 3: Topic 4: 84E, 86B, 87, 87B, 88B, 89B, 90B-91, 91B, 92B-93, 96-97 Topic 9: 204E, 205, 222A, 222 Topic 15: 348E, 349, 350A-351, 352A-354, 355B356A-357, 3357B, 358A-359, 360A-360 Topic 20: 356E, 457, 472A-473 Interactive Lesson Support for English Language Learners: 24-27, 95-98
2. Determine the intended meaning of one to two grade-level words, using knowledge of word order and context to confirm meaning. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher’s edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 3: Topic 2: 30E, 31, 32A-33B Topic 5: 108A-109B, 110A-110 Topic 6: 138C, 138E, 139, 152A Topic 8: 182C, 182E, 183 Topic 10: 232C, 232E, 233, 241B Topic 11: 258C, 258E, 260A-261, 263B Topic 12: 274E, 276A-277, 277B Topic 14: 326C, 326E, 328A-329 Topic 17: 390C, 400A-400 Topic 20: 456C, 456E, 457
3. Recognize with the aid of picture cues the meaning of a few common grade-appropriate antonyms and synonyms.	This objective is outside the scope of a math program.
4. Use picture dictionary to find the meanings of known vocabulary. (s) (m) (ss)	Grade 3: Student Edition: 488-497
5. Recognize many (51 to 75) common regular and irregular sight words (e.g., the, have, said, of).	This objective is outside the scope of a math program.
6. Demonstrate understanding of some grade-appropriate idiomatic expressions (e.g., touch and go; on its last legs).	This objective is outside the scope of a math program.
7. Know what homophones are (e.g., here, hear; to, too, two; hole, whole).	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
8. Understand a few key words that signal grade-specific mathematical operations (e.g., total of, increase by, fewer than, more than, less than). (m)	Grade 3: Topic 2: 30A, 30C, 32A-33, 34B Topic 3: 64A, 64C, 64E, 65, 68A-68 Topic 5: 106A-106B, 106E, 107, 108A-109B, Topic 7: 162A, 162C, 162E, 163, 164A-164, 165B Interactive Lesson Support for English Language Learners: 9, 20-21, 29, 44-45
Early Intermediate	
1. Use knowledge of root words (e.g., like, pay, or happy) and affixes (e.g., dis-, pre-, un-) to determine the meaning of a few unknown grade-level words (e.g., radius, diameter, revolution, circumference, prehistoric). (s) (m) (ss)	Grade 4: Topic 16: 362E, 363, 374A-375, 375B, 376A-377, 377B, 378-379, 379B Interactive Lesson Support for English Language Learners: 107-109
2. Determine the intended meaning of a few grade-level words with multiple meanings (e.g., present: gift, time), using word, sentence, and paragraph clues. (s) (m) (ss)	Grade 4: Topic 1: 18B-19, 19B Topic 3: 52C, 52E, 53, 54A-55 Topic 4: 74C Topic 6: 126C Topic 11: 248C
3. Recognize with the aid of picture cues the meaning of some grade-appropriate antonyms and synonyms.	This objective is outside the scope of a math program.
4. Use picture dictionary to determine meanings of unknown words (e.g., words with multiple meanings, idioms). (s) (m) (ss)	Grade 4: Student Edition: 493-500
5. Develop basic sight vocabulary (76 to 100 words).	This objective is outside the scope of a math program.
6. Recognize the difference between figurative and literal language (e.g., break the ice, bury the hatchet). (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
7. Know correct usages of a few problematic homophones (e.g., here, hear; bear, bare).	This objective is outside the scope of a math program.
8. Understand some key words that signal grade-specific mathematical operations (e.g., total of, increase by, fewer than, more than, less than). (m)	Grade 4: Topic 2: 27, 28-29, 36B, 39B, 40B-40 Topic 3: 54-55 Topic 4: 76B-77, 79B Interactive Lesson Support for English Language Learners: 8-9, 17, 24
Intermediate	
1. Use knowledge of root words and affixes to determine the meaning of some unknown grade-level words (e.g., quadrilateral polygon, parallel, ecosystem, judicial, legislative). (s) (m) (ss)	Grade 5: Topic 8: 198E, 199, 200A-202, 203B, 204A-205, 206A-207, 207B, 208A-209, 209B, 210A-211, 211B Topic 9: 218E, 219, 226A-227, 228A-229, 232A- 233, 234A-235 Topic 8: 198E, 199, 200A-201, 203B, 204A-205, 206A-207, 208A-209, 209B Topic 9: 218E, 219, 226A-227, 227B, 228A-229, 232A-233, 234A-235, 254C, 254E, 255, 260A- 261, 261B, 262A-263, 263B Topic 13: 294E, 295, 298A-299, 299B Topic 14: 346E, 347, 348A, 348-349, 350A-350, 351B, 352A, 352-353, 353B

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
	Topic 16: 394E, 395, 398A-399, 399B Topic 20: 484E, 485, 486A-487, 487B, 488A-489, 492A-493 Interactive Lesson Support for English Language Learners: 45-47, 53-54, 83, 85
2. Determine the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math and My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 5: Topic 2: 22C, 22E, 23, 24A-25, 45B Topic 4: 84A-85, 102A-103, 106 Topic 6: 144C, 144E, 158A-159, 161B Topic 8: 198C, 198E, 198, 208A-209, 209B Topic 10: 254C, 254E, 260A-261 Topic 12: 294E, 295, 298A-299, 299B Topic 13: 320C, 320E, 321, 322B-323 Topic 14: 346E, 353B, 358A-359 Topic 17: 410C, 410E, 411, 414A-415 Topic 20: 484C, 484E, 492A-492
3. Occasionally recognize the meaning of grade-appropriate antonyms and synonyms (e.g., beginning/ end; start/finish) in stories or games.	This objective is outside the scope of a math program.
4. Comprehend what kinds of information a dictionary contains. (s) (m) (ss)	Grade 5: Student Edition: 500-518
5. Recognize simple analogies and similes in literature and texts in content areas (e.g., fly like a bird). (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
6. Know correct usage of some problematic homophones (e.g., there, their, they're; your, you're).	This objective is outside the scope of a math program.
7. Understand many words that indicate grade-specific mathematical operations (e.g., plus, minus, difference between, increase, decrease, add, subtract, product, times, double, yields). (m)	Grade 5: Topic 1: 22C, 38B-40 Topic 3: 60B-61 Topic 4: 84B-85 Topic 6: 144C, 146B-147, 147B
Early Advanced	
1. Use knowledge of root words and affixes to determine the meaning of many unknown grade-level words (e.g., scalene, perpendicular, isosceles, equilateral, phenomena, civilization, confederation). (s) (m) (ss)	Grade 5: Topic 8: 198E, 199, 200A-202, 203B, 204A-205, 206A-207, 207B, 208A-209, 209B, 210A-211, 211B Topic 9: 218E, 219, 226A-227, 228A-229, 232A-233, 234A-235 Topic 8: 198E, 199, 200A-201, 203B, 204A-205, 206A-207, 208A-209, 209B Topic 9: 218E, 219, 226A-227, 227B, 228A-229, 232A-233, 234A-235, 254C, 254E, 255, 260A-261, 261B, 262A-263, 263B Topic 13: 294E, 295, 298A-299, 299B

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 14: 346E, 347, 348A, 348-349, 350A-350, 351B, 352A, 352-353, 353B Topic 16: 394E, 395, 398A-399, 399B Topic 20: 484E, 485, 486A-487, 487B, 488A-489, 492A-493 Interactive Lesson Support for English Language Learners: 45-47, 53-54, 83, 85
2. Determine the intended meaning of many grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss)	representative examples: Grade 5: Topic 2: 22C, 22E, 23, 24A-25, 45B Topic 4: 84A-85, 102A-103, 106 Topic 6: 144C, 144E, 158A-159, 161B Topic 8: 198C, 198E, 198, 208A-209, 209B Topic 10: 254C, 254E, 260A-261 Topic 12: 294E, 295, 298A-299, 299B Topic 13: 320C, 320E, 321, 322B-323 Topic 14: 346E, 353B, 358A-359 Topic 17: 410C, 410E, 411, 414A-415 Topic 20: 484C, 484E, 492A-492
3. Sometimes recognize the meaning of grade-appropriate antonyms and synonyms in stories or games.	This objective is outside the scope of a math program.
4. Use standard dictionary to determine meanings and pronunciations of some unknown words (e.g., words with multiple meanings, idioms). (s) (m) (ss)	Grade 5: Student Edition: 500-509
5. Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., give me a hand, scared silly, piece of cake). (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
6. Know the correct usage of many problematic homophones.	This objective is outside the scope of a math program.
7. Understand most words that indicate grade-specific mathematical operations (e.g., divide, multiply, double, triple, per, ratio). (m)	Grade 5: Topic 1: 22C, 38B-40 Topic 3: 60B-61 Topic 4: 84B-85 Topic 6: 144C, 146B-147, 147B
8. Know the meaning of a few multiple-meaning words that have a different meaning in mathematics (e.g., acute, obtuse). (m)	Grade 5: Topic 2: 22C Topic 3: 56C Topic 13: 320C Interactive Lesson Support for English Language Learners: 12
Advanced	
1. Use knowledge of root words and affixes to determine the meaning of most unknown grade-level words (e.g., abolitionist, emancipation, monarchy). (s) (m) (ss)	Grade 5: Topic 8: 198E, 199, 200A-202, 203B, 204A-205, 206A-207, 207B, 208A-209, 209B, 210A-211, 211B Topic 9: 218E, 219, 226A-227, 228A-229, 232A-233, 234A-235 Topic 8: 198E, 199, 200A-201, 203B, 204A-205, 206A-207, 208A-209, 209B

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	Topic 9: 218E, 219, 226A-227, 227B, 228A-229, 232A-233, 234A-235, 254C, 254E, 255, 260A-261, 261B, 262A-263, 263B Topic 13: 294E, 295, 298A-299, 299B Topic 14: 346E, 347, 348A, 348-349, 350A-350, 351B, 352A, 352-353, 353B Topic 16: 394E, 395, 398A-399, 399B Topic 20: 484E, 485, 486A-487, 487B, 488A-489, 492A-493 Interactive Lesson Support for English Language Learners: 45-47, 53-54, 83, 85
2. Determine the intended meaning of most grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss)	representative examples: Grade 5: Topic 2: 22C, 22E, 23, 24A-25, 45B Topic 4: 84A-85, 102A-103, 106 Topic 6: 144C, 144E, 158A-159, 161B Topic 8: 198C, 198E, 198, 208A-209, 209B Topic 10: 254C, 254E, 260A-261 Topic 12: 294E, 295, 298A-299, 299B Topic 13: 320C, 320E, 321, 322B-323 Topic 14: 346E, 353B, 358A-359 Topic 17: 410C, 410E, 411, 414A-415 Topic 20: 484C, 484E, 492A-492
3. Often recognize the meaning of grade-appropriate antonyms and synonyms in stories or games.	This objective is outside the scope of a math program.
4. Use standard dictionary to determine meanings, pronunciations, syllabication, parts of speech and antonyms and synonyms. (s) (m) (ss)	Grade 5: Student Edition: 500-509
5. Determine the meaning of figurative and metaphorical use of words in context, including idiomatic expressions (e.g., make a mountain out of a molehill). (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
6. Use problematic homophones correctly in writing.	This objective is outside the scope of a math program.
7. Use and apply correctly words that indicate mathematical operations (e.g., product, one-half, round, estimate). (m)	Grade 5: Topic 1: 22C, 38B-40 Topic 3: 60B-61 Topic 4: 84B-85 Topic 6: 144C, 146B-147, 147B Topic 11: 280B
8. Know the meaning of some multiple-meaning words that have a different meaning in mathematics (e.g., acute, obtuse). (m)	Grade 5: Topic 2: 22C Topic 3: 56C Topic 13: 320C Interactive Lesson Support for English Language Learners: 12
Fluency	
Standard:	
The student will read with fluency and accuracy.	
Beginning	
1. Read aloud many familiar passages and occasionally read aloud familiar grade level text with fluency (e.g., accuracy, expression, appropriate	This objective is outside the scope of a math program.

(s)–science; (m)–math; (ss)–social studies

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phrasing, and attention to punctuation).	
Early Intermediate	
1. Occasionally read aloud grade level texts in ways that reflect understanding of the text and engage the listeners.	This objective is outside the scope of a math program.
2. Occasionally read grade level text with at least 90 percent accuracy.	This objective is outside the scope of a math program.
Intermediate	
1. Sometimes read aloud grade level texts in ways that reflect understanding of the text and engage the listeners.	This objective is outside the scope of a math program.
2. Sometimes read grade level text with at least 90 percent accuracy.	This objective is outside the scope of a math program.
Early Advanced	
1. Often read aloud in grade level selected texts in ways that both reflect understanding of the text and engage the listeners.	This objective is outside the scope of a math program.
2. Often read grade level text with at least 90 percent accuracy	This objective is outside the scope of a math program.
Advanced	
1. Consistently read aloud grade level texts in ways that reflect understanding of the text and that engage the listeners.	This objective is outside the scope of a math program.
2. Consistently read grade level text with at least 90 percent accuracy.	This objective is outside the scope of a math program.
Comprehending Text	
Standard:	
The student will analyze text for expression, enjoyment, and response to other related content areas.	
Beginning	
1. Identify the basic sequence of events and make relevant predictions about stories. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Identify rhyme, rhythm, and repetition in poetry.	This objective is outside the scope of a math program.
3. Respond to basic comprehension questions about expository text, using phrases and simple sentences. (s) (m) (ss)	Representative examples: Grade 3: Topic 2: 32B, 34B, 48B, 51 Topic 4: 86B, 88B, 89B Topic 6: 142B, 152B, 154B Topic 8: 182C, 184B, 185B Topic 10: 232C, 234B, 424C Topic 11: 258C, 263B, 266B Topic 12: 274C, 277B, 280B Topic 14: 326C, 331B, 339B Topic 17: 392B, 403B Topic 20: 456C, 459B, 465B
4. Locate various facts in response to questions about basic, short text. (s) (m) (ss)	Representative examples: Grade 3: Topic 1: 13, 18B, 24-25 Topic 4: 84C, 84F, 93, 98 Topic 7: 162C, 167, 172B

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 8: 184B, 185B, 189B Topic 9: 204C, 206B, 215B Topic 11: 263B, 264B, 265 Topic 15: 348C, 350B, 353 Topic 17: 392B, 398-399 Topic 18: 420B, 426-427 Topic 19: 436B, 448-449
5. Indicate the meaning of common signs and symbols (e.g., computer icons, mathematical symbols). (s) (m) (ss)	Grade 3: Topic 1: 2B, 2E, 3, 12B-14, 15B, 18B-21, 21B, 22B-23B Topic 2: 30A-30C, 32B-32 Topic 3: 64A-64B, 66B Topic 5: 106A-106C, 108B-109, 109B Topic 7: 162A-162C, 162E, 164B-165 Topic 9: 222A-223, 223B Interactive Lesson Support for English Language Learners: 7, 13, 20-21, 29, 44, 61
6. Respond to stories by answering questions about cause and effect and other relationships between events. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
7. Follow up to five-step written directions for classroom activities. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Representative examples: Grade 3: Topic 1: 4, 7, 9, 24-25 Topic 3: 66-67, 69, 72-73 Topic 4: 88-89, 90-91 Topic 6: 150-151, 154A-156 Topic 7: 166-167, 174-175 Topic 9: 208-209, 218-219 Topic 11: 265, 268-269 Topic 13: 306, 313, 316-317 Topic 15: 350, 356, 358 Topic 20: 463, 482-483
8. Use graphic organizers (e.g., webs, Venn diagrams, flow charts) in order to clarify the meaning of text. (s) (m) (ss)	Each Lesson has a “Visual Learning” component which serves as a graphic organizer. Grade 3: Topic 2: 32-33, 34-35, 40-41 Topic 3: 68-69, 72-73, 74-75 Topic 4: 86-87, 88-89, 92-93 Topic 5: 110-111, 114-115, 121 Topic 9: 208-209, 212-213, 218-219 Topic 11: 266-267, 268-269 Topic 13: 316-317, 320-321 Topic 15: 350-351, 356-357 Topic 18: 412-413, 418-419 Topic 19: 438-439, 444-445
9. Comprehend one or two simple grade-level mathematics word problems. (m)	Representative examples: Grade 3: Topic 1: 2G-2L 11, 15, 24A-25B Topic 4: 87, 89, 98A-100 Topic 7: 167, 171, 174A-176 Topic 8: 185, 187-189, 196A-198 Topic 9: 209, 214, 217, 222A-223B

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Continued	Topic 11: 262, 265, 268A-269B Topic 15: 357, 359, 360A-361 Topic 17: 393, 397, 404A-405 Topic 18: 413, 415, 426A-428 Interactive Lesson Support for English Language Learners: 8, 18, 22-23, 70, 84
10. Comprehend one or two content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 3: Topic 2: 30E, 31, 32A-33B Topic 5: 108A-109B, 110A-110 Topic 6: 138C, 138E, 139, 152A Topic 8: 182C, 182E, 183 Topic 10: 232C, 232E, 233, 241B Topic 11: 258C, 258E, 260A-261, 263B Topic 12: 274E, 276A-277, 277B Topic 14: 326C, 326E, 328A-329 Topic 17: 390C, 400A-400 Topic 20: 456C, 456E, 457
Early Intermediate	
1. Describe character traits (e.g., honesty, courage), setting, plot, and narrator of a story. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Identify rhyme, rhythm, repetition, and sensory images in poetry.	This objective is outside the scope of a math program.
3. Identify the main idea of expository or functional text. (s) (m) (ss)	Representative examples: Grade 4: Topic 2: 26F, 41, 44B-46 Topic 4: 74F, 77, 86B-88 Topic 5: 94F, 97, 116B-118 Topic 7: 140F, 145, 156B-157B Topic 8: 162F, 165, 186B-187B Topic 11: 248F, 255, 258B-260 Topic 12: 266F, 281, 282B-283, 283B Topic 14: 314F, 319, 336B-338, 339B Topic 17: 400F, 413, 420A-422 Topic 18: 430F, 437, 440B-441, 441B
4. Occasionally locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss)	Representative examples: Grade 4: Topic 2: 33, 43, 45, 46 Topic 3: 58-59, 61, 63, 65 Topic 4: 79, 81, 85, 87 Topic 8: 177, 181, 187 Topic 10: 223, 229 Topic 16: 369, 370, 379, 380 Topic 17: 400C, 402-403, 406-407

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 18: 433, 435 Topic 19: 453, 459 Topic 20: 467, 469, 471
5. Indicate the meaning of common signs, graphics, and symbols (e.g., computer icons, map features, mathematical symbols, simple charts, and graphs). (s) (m) (ss)	Grade 4: Topic 1: 11, 13B Topic 3: 54B, 57B Topic 4: 74C, 76-77 Topic 8: 170A-172 Topic 9: 200B-201B Topic 16: 384, 385B, 390B-391B
6. Distinguish cause from effect in expository text. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
7. Follow a short set of written multiple-step directions for classroom activities. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Representative examples: Grade 4: Topic 2: 26F, 30, 33, 34A-35B Topic 3: 56, 59, 61, 68A-69B Topic 4: 74F, 78, 81, 86A-87, 89B Topic 5: 102A-104, 105B, 116A-118, 119B Topic 9: 194F, 199, 201, 203, 208A-209B Topic 11: 252-253, 255, 257, 258A-260 Topic 13: 293, 295, 308A-309B Topic 15: 344F, 356A-357B Topic 18: 433, 435, 440A-441B Topic 19: 446F, 451, 460A-461B
8. Distinguish fact from opinion in persuasive text (e.g., ads, product labels). (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
9. Use graphic organizers to organize information in text (e.g., Herringbone Pattern, Venn diagram, concept mapping). (s) (m) (ss)	Each Lesson has a “Visual Learning” component which serves as a graphic organizer. Representative examples: Grade 4: Topic 1: 8-9, 10-11, 14-15 Topic 3: 58-59, 62-63, 66-67 Topic 4: 80-81, 84-85, 86-87 Topic 8: 177, 178-179, 182-183 Topic 10: 230-231, 234-235, 238-239 Topic 16: 369, 368-369, 380-381 Topic 17: 400C, 402-403, 406-407 Topic 18: 436-437, 438-439, 440-441 Topic 19: 450-451, 452-453 Topic 20: 460-461, 462-463, 464-465

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
10. Comprehend a few of grade-level mathematics word problems. (m)	Representative examples: Grade 4: Topic 2: 26F, 30, 33, 34A-35B Topic 3: 56, 59, 61, 68A-69B Topic 4: 74F, 78, 81, 86A-87, 89B Topic 5: 102A-104, 105B, 116A-118, 119B Topic 9: 194F, 199, 201, 203, 208A-209B Topic 11: 252-253, 255, 257, 258A-260 Topic 13: 293, 295, 308A-309B Topic 15: 344F, 356A-357B Topic 18: 430F, 437, 440B-441, 441B Topic 19: 446F, 451, 460A-461B
11. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . The following are representative examples: Grade 4: Topic 2: 26C, 26E, 27, 28A-28, 31B Topic 5: 94C, 94E, 95, 98A-99B Topic 6: 126E, 127, 128A-129B Topic 8: 162E, 163, 168A-169B Topic 10: 214E, 215, 216A-217, 219B Topic 14: 314C, 314E, 315, 316A-316, 317B Topic 15: 344E, 345, 346A-347, 349B Topic 16: 362E, 363, 364A-365B Topic 17: 400E, 401, 402A-403 Topic 20: 466C, 466E, 467, 470A-471
12. Occasionally restate mathematical symbolic representations into words or sentences. (m)	Grade 4: Topic 1: 2C, 4-6, 7B, 8-9, 9B Interactive Lesson Support for English Language Learners: 1
Intermediate	
1. Identify the components and main problem or conflict of a plot and its resolution. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Identify some structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter).	This objective is outside the scope of a math program.
3. Identify the main ideas, key words, and important details in short expository text on a familiar topic. (s) (m) (ss)	Representative examples: Grade 4: Topic 2: 26F, 41, 44B-46 Topic 4: 74F, 77, 86B-88 Topic 5: 94F, 97, 116B-118 Topic 7: 140F, 145, 156B-157B Topic 8: 162F, 165, 186B-187B Topic 11: 248F, 255, 258B-260 Topic 12: 266F, 281, 282B-283, 283B

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 14: 314F, 319, 336B-338, 339B Topic 17: 400F, 413, 420A-422 Topic 18: 430F, 437, 440B-441, 441B
4. Sometimes locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss)	Representative examples: Grade 4: Topic 1: 4, 8-9, 10B, 10, 16-17 Topic 3: 58-59, 61, 63, 65 Topic 4: 79, 81, 85, 87 Topic 7: 140C, 146-147, 150-151 Topic 10: 223, 229 Topic 15: 346-348, 356-357 Topic 17: 400C, 402-403, 406-407 Topic 19: 448-449, 450-451 Topic 20: 470-471, 476-477 Interactive Lesson Support for English Language Learners: 2, 5, 9-10, 32, 51, 58
5. Interpret information in functional documents (e.g., maps, schedules, pamphlets). (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
6. Identify stated cause and effect relationships in text. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
7. Follow a set of written multiple-step instructions to perform routine procedures. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Representative examples: Grade 4: Topic 1: 2F, 2G-2L, 20A-21B Topic 3: 56, 59, 61, 68A-69B Topic 4: 74F, 78, 81, 86A-87, 89B Topic 5: 102A-104, 105B, 116A-118, 119B Topic 7: 140F, 145, 151, 156A-157B Topic 12: 269, 271, 275, 282A-283B Topic 13: 293, 295, 308A-309B Topic 15: 344F, 356A-357B Topic 17: 400F, 407, 420A-421 Topic 20: 469, 471, 474
8. Identify persuasive words in text intended to influence readers' opinions and actions. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
9. Access and locate information through table of contents, indexes, and glossaries. (s) (m) (ss)	Grade 4: Student Edition: III-IX, 482-491, 493-500
10. Comprehend some grade-level mathematics word problems. (m)	Representative examples: Grade 4: Topic 1: 6, 9, 12, 20-21, 21B Topic 2: 26F, 30, 31, 34-35 Topic 4: 74F, 78, 81, 86A-87, 89B Topic 6: 129, 131, 133, 134-135 Topic 9: 194F, 199, 201, 203, 208A-209B Topic 10: 221, 223, 226, 239 Topic 13: 293, 295, 308A-309B Topic 15: 344F, 356A-357B

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 18: 433, 435, 440A-441B Interactive Lesson Support for English Language Learners: 28, 32, 71, 87-88
11. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 4: Topic 1: 2C, 2E, 3, 4A-4, 7B Topic 5: 94C, 94E, 95, 98A-99B Topic 6: 126E, 127, 128A-129B Topic 8: 162E, 163, 168A-169B Topic 11: 248C, 248E, 250A, 257B Topic 14: 314C, 314E, 315, 316A-316, 317B Topic 15: 344E, 345, 346A-347, 349B Topic 16: 362E, 363, 364A-365B Topic 17: 400E, 401, 402A-403 Topic 20: 466C, 466E, 467, 470A-471
12. Sometimes restate mathematical symbolic representations into words or sentences. (m)	Grade 4: Topic 1: 2C, 4-6, 7B, 8-9, 9B Interactive Lesson Support for English Language Learners: 1
Early Advanced	
1. Identify basic story elements in a literary selection: plot, setting, characters (major and minor), narration, and theme.	This objective is outside the scope of a math program.
2. Identify many structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter).	This objective is outside the scope of a math program.
3. Identify the purpose, main ideas, key words, and important details in text that requires some level of inference. (s) (m) (ss)	Representative examples: Grade 5: Topic 2: 26F, 41, 44B-46 Topic 4: 74F, 77, 86B-88 Topic 5: 94F, 97, 116B-118 Topic 7: 140F, 145, 156B-157B Topic 8: 162F, 165, 186B-187B Topic 11: 248F, 255, 258B-260 Topic 12: 266F, 281, 282B-283, 283B Topic 14: 314F, 319, 336B-338, 339B Topic 17: 400F, 413, 420A-422 Topic 18: 430F, 437, 440B-441, 441B

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4. Often locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss)	Grade 5: Topic 5: 133 Topic 14: 352, 356, 358-359, 361, 363, 366A-367B Topic 18: 431, 431B, 432-435, 435B, 436B-439, 439B, 444B-445, 445B, 446b-449, 449B, 450-451, 451B, 452-453, 453B, 454B-455, 455B Interactive Lesson Support for English Language Learners: 82, 84-89, 104-109
5. Interpret information from a broader range of functional documents (e.g., maps, schedules, pamphlets, instructions, forms). (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
6. Identify stated or implied cause and effect relationships in text. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
7. Follow a set of written multiple-step instructions to perform routine procedures or answer questions. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Representative examples: Grade 5: Topic 2: 22F, 27, 29, 43, 46A-47, 49B Topic 6: 144F, 147, 150, 154 Topic 7: 168F, 171, 173, 175 Topic 9: 218F, 229, 246A-247, 247B Topic 10: 254F, 258, 261, 263 Topic 12: 297, 302, 314A-315, 315B Topic 13: 324, 329, 334 Topic 15: 374F, 379, 386A-387 Topic 17: 413, 419, 422A-423 Interactive Lesson Support for English Language Learners: 10-11, 43, 48, 68, 94, 121
8. Identify persuasive strategies in text intended to influence readers' opinions and actions. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
9. Access and locate information through table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, and headings. (s) (m) (ss)	Representative examples: Grade 5: Student Edition: III-IX, 500-509, 511-519 Topic 1: 2G-2L, 2-3, 4A, 6-7, 10-11 Topic 6: 144, 146-147, 152A, 156-157 Topic 8: 198, 200-201, 206-207 Topic 9: 218, 220-221, 234-235 Topic 10: 254, 262-263, 266-267 Topic 13: 320, 336-337, 340-341 Topic 16: 394, 400-401, 404-405 Topic 20: 484, 492-493, 494-495 Interactive Lesson Support for English Language Learners: 11, 23, 25, 56, 88, 105
10. Comprehend many grade-level mathematics word problems. (m)	Representative examples: Grade 5: Topic 1: 2F-2L, 5, 7, 14A-15, 17B Topic 3: 56F, 59, 63, 74A-75 Topic 4: 82F, 88A-89, 89B, 110A-111 Topic 5: 120F, 126A-127, 138A-139 Topic 7: 168F, 171, 173, 175 Topic 11: 282, 285, 288A-289, 289B

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Continued	Topic 13: 324, 329, 334 Topic 14: 346F, 351, 366A-367 Topic 16: 394F, 404A-405 Interactive Lesson Support for English Language Learners: 4, 24, 36, 43, 57, 81
11. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 5: Topic 1: 2C, 2E, 3, 4A-5, 5B Topic 4: 82E, 83, 84A-85, 85B Topic 8: 198C, 198E, 199, 200A-201 Topic 9: 218C, 220A-221, 227 Topic 10: 254C, 254E, 255, 260A-261 Topic 12: 294E, 295, 298A-299 Topic 14: 346E, 348A-349, 349B Topic 16: 3934E, 395, 396A-396 Topic 17: 410E-411, 412A-413 Topic 18: 428C, 428E, 429, 430A-431
12. Often restate mathematical symbolic representations into words or sentences. (m)	Grade 5: Topic 2: 34A-36, 37B Topic 3: 74A-75, 77B Topic 4: 110A-111, 113B Topic 6: 147 Topic 11: 288A-289, 289B Topic 15: 386A-387, 389B Interactive Lesson Support for English Language Learners: 8, 17, 24, 68, 94
Advanced	
1. Compare and contrast the plot, setting, characters, narration, theme, and author's techniques in a story to another selection and to the reader's experiences.	This objective is outside the scope of a math program.
2. Describe meaning and characteristics of various forms of poetry (e.g., limerick, haiku, free verse).	This objective is outside the scope of a math program.
3. Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (s) (m) (ss)	Grade 5: <i>Reading Comprehension and Problem Solving</i> at the beginning of each topic provides comprehension strategies for understanding word problems. <i>WorldScapes Readers</i> provide further opportunities for students to apply reading strategies. Representative examples: Topic 3: 56F Topic 6: 144F Topic 9: 218F

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Continued	Topic 12: 294F Topic 14: 346F Topic 16: 394F Topic 19: 462F
4. Consistently locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) or functional text (e.g., maps, schedules, pamphlets). (s) (m) (ss)	Representative examples: Grade 5: Topic 2: 27, 28, 30, 34-35 Topic 3: 58, 64B, 67B, 77 Topic 4: 84-85, 90B, 93B Topic 6: 148B-149, 152B, 156B Topic 7: 172B, 174B, 176 Topic 12: 295, 298, 300, 305 Topic 13: 326B, 327B, 328B Topic 15: 375, 376, 382-383 Topic 19: 467B, 469, 474-475 Interactive Lesson Support for English Language Learners: 1, 23, 24, 37, 45, 47, 49
5. Interpret details from functional documents for a specific purpose (e.g., to follow directions, to solve problems, to perform procedure). (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
6. Identify stated or implied cause and effect and other relationships in text (e.g., connections between events, correlation). (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
7. Follow a set of written multiple-step instructions to perform routine procedures, answer questions, or solve problems. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Representative examples: Grade 5: Topic 1: 2F-2L, 5, 7, 14A-15, 17B Topic 3: 56F, 59, 63, 74A-75 Topic 4: 82F, 88A-89, 89B, 110A-111 Topic 5: 120F, 126A-127, 138A-139 Topic 7: 168F, 171, 173, 175 Topic 11: 282, 285, 288A-289, 289B Topic 13: 324, 329, 334 Topic 14: 346F, 351, 366A-367 Topic 16: 394F, 404A-405 Interactive Lesson Support for English Language Learners: 4, 24, 36, 43, 57, 81
8. Explain the intended effect of persuasive words and strategies to influence readers' opinions and actions. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies

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<p>9. Access and locate specific information from informational and functional text by using organizational features of text, including table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, headings, captions, and key words. (s) (m) (ss)</p>	<p>Representative examples: Grade 5: Student Edition: III-IX, 500-509, 511-519 Topic 1: 2G-2L, 2-3, 4A, 6-7, 10-11 Topic 6: 144, 146-147, 152A, 156-157 Topic 8: 198, 200-201, 206-207 Topic 9: 218, 220-221, 234-235 Topic 10: 254, 262-263, 266-267 Topic 13: 320, 336-337, 340-341 Topic 16: 394, 400-401, 404-405 Topic 20: 484, 492-493, 494-495 Interactive Lesson Support for English Language Learners: 11, 23, 25, 56, 88, 105</p>
<p>10. Comprehend most grade-level mathematics word problems. (m)</p>	<p>Representative examples: Grade 5: Topic 2: 22F, 27, 29, 43, 46A-47, 49B Topic 6: 144F, 147, 150, 154 Topic 7: 168F, 171, 173, 175 Topic 9: 218F, 229, 246A-247, 247B Topic 10: 254F, 258, 261, 263 Topic 12: 297, 302, 314A-315, 315B Topic 13: 324, 329, 334 Topic 15: 374F, 379, 386A-387 Topic 17: 413, 419, 422A-423 Interactive Lesson Support for English Language Learners: 10-11, 43, 48, 68, 94, 121</p>
<p>11. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)</p>	<p>Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i>, new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i>. the following are representative examples: Grade 4: Topic 2: 26C, 26E, 27, 28A-28, 31B Topic 5: 94C, 94E, 95, 98A-99B Topic 6: 126E, 127, 128A-129B Topic 8: 162E, 163, 168A-169B Topic 10: 214E, 215, 216A-217, 219B Topic 14: 314C, 314E, 315, 316A-316, 317B Topic 15: 344E, 345, 346A-347, 349B Topic 16: 362E, 363, 364A-365B Topic 17: 400E, 401, 402A-403 Topic 20: 466C, 466E, 467, 470A-471</p>

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12. Consistently restate mathematical symbolic representations (e.g., numerals, operations, simple equations, graphs) into words or sentences. (m)	Grade 5: Topic 2: 34A-36, 37B Topic 3: 74A-75, 77B Topic 4: 110A-111, 113B Topic 6: 147 Topic 11: 288A-289, 289B Topic 15: 386A-387, 389B Interactive Lesson Support for English Language Learners: 8, 17, 24, 68, 94
English Language Proficiency Standards in Writing	
ELL III	
Writing Applications	
Standard:	
The student will express his or her thinking and ideas in a variety of writing genres.	
Beginning	
Narrative	
1. Write simple poetry or chants.	This objective is outside the scope of a math program.
2. Write short text about events or characters from familiar stories generated from a group story.	This objective is outside the scope of a math program.
Expository	
3. Record information (e.g., observations, notes) related to the topic.	This objective is outside the scope of a math program.
4. Participate in a group response to a given piece of literature.	This objective is outside the scope of a math program.
Functional	
5. Write letters, such as friendly letters and thank-you notes, that are organized and understandable.	This objective is outside the scope of a math program.
Early Intermediate	
Narrative	
1. Write simple poetry, rhymes, songs, or chants.	This objective is outside the scope of a math program.
2. Write a narrative or short story that includes a main idea, characters, and a sequence of events.	This objective is outside the scope of a math program.
Expository	
3. Report events sequentially, using a topic sentence and a concluding statement. (s) (m)	Grade 3: Topic 9: 215 Topic 17: 404A-405B Interactive Lesson Support for English Language Learners: 112
4. Write a short response that identifies the main characters in a book.	This objective is outside the scope of a math program.
5. Record questions for further inquiry based on the conclusions of a scientific investigation. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
Functional	
6. Write letters, such as thank-you notes, friendly letters, messages, and invitations that are complete with date, salutation, body, closing, and signature.	This objective is outside the scope of a math program.
Intermediate	
Narrative	

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
1. Write simple poetry with some use of rhythm and rhyme.	This objective is outside the scope of a math program.
2. Write a narrative or short story based on imagined or real events, observations, or memories that includes characters and plot in some detail.	This objective is outside the scope of a math program.
Expository	
3. Write an expository paragraph or a simple report based on research, with a topic sentence.	This objective is outside the scope of a math program.
4. Write a book report or review that identifies the main events.	This objective is outside the scope of a math program.
5. Record new questions and predictions based upon the data collected in a scientific investigation. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
Functional	
6. Write letters, such as thank-you notes, friendly letters, messages, and invitations that address audience, stated purpose, and context.	This objective is outside the scope of a math program.
Persuasive	
7. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.	This objective is outside the scope of a math program.
Early Advanced	
Narrative	
1. Write simple poetry, using rhythm, rhyme, and sensory details.	This objective is outside the scope of a math program.
2. Write a narrative based on imagined or real events that include characters, setting, and well-chosen details to develop the plot.	This objective is outside the scope of a math program.
Expository	
3. Write expository essays and informational reports based on research that include topic sentences, main ideas, and relevant details.	This objective is outside the scope of a math program.
4. Write a book report that identifies the main idea, characters, and events.	This objective is outside the scope of a math program.
5. Accurately record data that students collect (e.g., facts they learn or procedures they conduct) in an organized and appropriate format. (s) (m)	Grade 4: Topic 1: 2F, 2I-2J, 20A-21B Topic 14: 336A-338 Topic 17: 400C, 401, 402A-403B
Functional	
6. Write a variety of functional text (e.g., directions, recipes, labels, graphs/tables) that address audience, stated purpose, and context. (s) (m)	Representative examples: Grade 5: Topic 1: 5, 5B, 7, 9B, 11, 11B, 13 Topic 5: 123B, 125, 125B, 127B Topic 6: 147, 147B, 149, 157B Topic 8: 201-202, 203B, 209 Topic 10: 258, 259B, 261, 261B Topic 12: 297, 297B, 299, 303B Topic 13: 320F, 325B, 333-334 Topic 18: 435, 435B, 439B, 453B Topic 19: 466, 467B, 471, 477 Topic 20: 486-487, 487B, 493B

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Persuasive	
7. Write persuasive text that states a clear position in support of a proposition.	This objective is outside the scope of a math program.
Advanced	
Narrative	
1. Write simple poetry using various techniques, including some use of figurative language.	This objective is outside the scope of a math program.
2. Write a narrative based on imagined or real events that includes characters, setting, and sensory details, and logical sequencing to develop the plot.	This objective is outside the scope of a math program.
Expository	
3. Write expository essays and informational reports, based on research, that frame a key question about an issue and include facts and details that illuminate the main ideas.	This objective is outside the scope of a math program.
4. Write a book report that reflects on the main idea, characters, events, setting, and plot.	This objective is outside the scope of a math program.
5. Accurately record reflections, questions, speculations, decisions, and conclusions structured around a controlling idea (e.g., What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?). (s) (m)	Representative examples: Grade 5: Topic 2: 27B, 29B, 33, 33B Topic 5: 123B, 125, 125B, 127B Topic 7: 171, 171B, 172, 184-185 Topic 9: 220, 222, 223B, 231B Topic 10: 258, 259B, 261, 261B Topic 12: 297, 297B, 299, 303B Topic 14: 351B, 355B, 365B Topic 15: 379B, 381, 385B Topic 18: 431B, 433, 435, 438 Topic 20: 486-487, 487B, 493B
Functional	
6. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables) that address audience, stated purpose, and context.	This objective is outside the scope of a math program.
Persuasive	
7. Write persuasive text that states a clear position in support of a proposition and includes relevant evidence.	This objective is outside the scope of a math program.
Standard English Conventions	
Standard:	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Identify and use correct spelling, including high frequency words; word families; simple CVC, CCVC, and CVCC words; r-controlled words, diphthong, and consonant digraphs; regular plurals; affixes; and common homonyms.	This objective is outside the scope of a math program.
2. Identify and use, with some errors, capitalization, including the pronoun "I," sentence beginnings, and proper nouns.	This objective is outside the scope of a math program.

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3. Identify and use, with some errors, punctuation, including endings of sentences, colon to punctuate time, and commas in dates and closings of letters.	This objective is outside the scope of a math program.
4. Identify and use, with few errors, verb tenses, including present, past, and future tenses.	This objective is outside the scope of a math program.
5. Identify and use, with some errors, basic subject-verb agreement in simple sentences.	This objective is outside the scope of a math program.
6. Identify and use, with some errors, nouns, verbs, and adjectives in simple sentences.	This objective is outside the scope of a math program.
7. Write complete sentences.	This objective is outside the scope of a math program.
Early Intermediate	
1. Recognize and use correct spelling, including high frequency words, word families, simple CVC words, regular plurals, and simple prefixes and suffixes.	This objective is outside the scope of a math program.
2. Identify and use, with few errors, capitalization, including the pronoun “I,” sentence beginnings, and proper nouns.	This objective is outside the scope of a math program.
3. Identify and use, with some errors, punctuation, including endings of sentences; colon to punctuate time; commas to punctuate items in a series, greetings, closings of letters, and dates; and apostrophes to punctuate contractions.	This objective is outside the scope of a math program.
4. Identify and use, with some errors, verb tenses, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	This objective is outside the scope of a math program.
5. Identify and use consistently, with few errors, basic subject-verb agreement in simple sentences.	This objective is outside the scope of a math program.
6. Identify and use, with few errors, nouns, verbs, and adjectives in simple sentences.	This objective is outside the scope of a math program.
7. Write complete sentences and identify differences between complete and incomplete sentences.	This objective is outside the scope of a math program.
Intermediate	
1. Identify and use correct spelling, including high frequency words; word families; simple CVC, CCVC, and CVCC words; r-controlled words, diphthong, and consonant digraphs; regular plurals; affixes; and common homonyms.	This objective is outside the scope of a math program.
2. Identify and use, with some errors, capitalization, including proper nouns (names, days, months), titles (including book titles), and abbreviations.	This objective is outside the scope of a math program.
3. Identify and use, with some errors, punctuation, including sentence endings; commas to punctuate items in a series, greetings and closings of letters, and dates; quotation marks for dialogue; colons to punctuate time; and apostrophes to punctuate contractions and singular possessive.	This objective is outside the scope of a math program.

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
4. Identify and use, with few errors, verb tenses, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	This objective is outside the scope of a math program.
5. Identify and use, with few errors, basic subject-verb agreement in simple sentences and, with several errors, in compound sentences.	This objective is outside the scope of a math program.
6. Identify and use, with some errors, nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences.	This objective is outside the scope of a math program.
7. Write complete sentences and make corrections to incomplete sentences.	This objective is outside the scope of a math program.
Early Advanced	
1. Identify and use correct spelling, including high frequency words; word families; CVC, CCVC, and CVCC words; r-controlled words, diphthong, and vowel digraphs; irregular plurals; affixes; and homonyms.	This objective is outside the scope of a math program.
2. Identify and use, with few errors, capitalization, including proper nouns (names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.	This objective is outside the scope of a math program.
3. Identify and use, with few errors, punctuation, including sentence endings; commas to punctuate items in a series, greetings and closings of letters, dates, and introductory words; quotation marks for dialogue and titles; colons to punctuate time; and apostrophes to punctuate contractions and singular possessives.	This objective is outside the scope of a math program.
4. Identify and use, with some errors, verb tenses, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	This objective is outside the scope of a math program.
5. Identify and use, with few errors, subject-verb agreement in simple sentences and, with some errors, in compound sentences.	This objective is outside the scope of a math program.
6. Identify and use, with few errors, nouns, verbs, personal pronouns, adjectives, and conjunctions in simple sentences.	This objective is outside the scope of a math program.
7. Identify differences between colloquial and more formal language.	This objective is outside the scope of a math program.
Advanced	
1. Identify and use correct spelling, including high frequency words, and silent e, i before e, words ending in -y, and doubling final consonant.	This objective is outside the scope of a math program.
2. Identify and use, with few errors, capitalization, including proper nouns (names, dates, holidays, languages, historical events, organizations), titles, (including literary titles), abbreviations, and words used as names (Mother, Uncle Jim).	This objective is outside the scope of a math program.

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3. Identify and use, with few errors, punctuation, including sentence endings; commas to punctuate items in a series, greetings and closings of letters, dates, introductory words, dialogue and direct address; quotation marks for dialogue and titles; colons to punctuate time and business letter salutations; and apostrophes to punctuate contractions and singular possessives.	This objective is outside the scope of a math program.
4. Identify and use, with few errors, verb tenses, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	This objective is outside the scope of a math program.
5. Identify and use, with few errors, subject-verb agreement in simple and compound sentences.	This objective is outside the scope of a math program.
6. Identify and use, with few errors, nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences.	This objective is outside the scope of a math program.
7. Move between colloquial and more formal language with some ease.	This objective is outside the scope of a math program.
Writing Process	
Standard:	
Students use the steps of the writing process as a writing piece moves toward completion.	
Beginning	
1. Generate ideas through prewriting activities (e.g., brainstorming, webbing, drawing, writer’s notebook, group discussion).	This objective is outside the scope of a math program.
2. Discuss the purpose for a writing piece and who the intended audience of writing piece will be.	This objective is outside the scope of a math program.
3. Use a prewriting plan to develop a draft with main idea(s).	This objective is outside the scope of a math program.
4. Reread original draft for clarity and add additional details for audience understanding and to more effectively accomplish the purpose.	This objective is outside the scope of a math program.
Early Intermediate	
1. Generate and organize ideas using simple webs, maps, or lists.	This objective is outside the scope of a math program.
2. Determine the purpose (e.g., to entertain, to inform, to communicate) of a writing piece.	This objective is outside the scope of a math program.
3. Use a prewriting plan to develop a draft with focused main idea(s).	This objective is outside the scope of a math program.
4. Evaluate the draft for clarity with the assistance of a peer, checklist, or rubric, and add details to the draft to more effectively address audience and purpose.	This objective is outside the scope of a math program.
Intermediate	
1. Generate ideas and maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas.	This objective is outside the scope of a math program.
2. Determine the purpose (e.g., to entertain, to inform, to communicate), and the intended audience of a writing piece.	This objective is outside the scope of a math program.

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3. Use a prewriting plan to develop a draft with main ideas, including a few organizational strategies (e.g., graphic organizer) to plan writing.	This objective is outside the scope of a math program.
4. Apply appropriate tools (resources and reference materials) or strategies (e.g., peer review, rubrics) to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	This objective is outside the scope of a math program.
5. Review drafts for errors in conventions, with prompting.	This objective is outside the scope of a math program.
6. Often prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	This objective is outside the scope of a math program.
Early Advanced	
1. Generate and organize ideas for writing.	This objective is outside the scope of a math program.
2. Determine the purpose and the intended audience, and organize writing to reflect the audience and intended purpose.	This objective is outside the scope of a math program.
3. Use a prewriting plan to develop a draft with main ideas, including some organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	This objective is outside the scope of a math program.
4. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	This objective is outside the scope of a math program.
5. Review drafts for errors in conventions without prompting.	This objective is outside the scope of a math program.
6. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	This objective is outside the scope of a math program.
7. Know and understand time management strategies, when appropriate, to produce a writing product within a set time period.	This objective is outside the scope of a math program.
Advanced	
1. Generate and organize ideas for writing.	This objective is outside the scope of a math program.
2. Determine the purpose and the intended audience, and organize writing to reflect the audience and purpose closely.	This objective is outside the scope of a math program.
3. Use a prewriting plan to develop a draft with main ideas, including many organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	This objective is outside the scope of a math program.
4. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	This objective is outside the scope of a math program.
5. Review drafts for errors in conventions.	This objective is outside the scope of a math program.
6. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	This objective is outside the scope of a math program.

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7. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	This objective is outside the scope of a math program.
Writing Elements	
Standard:	
The student will integrate elements of effective writing to develop engaging and focused text.	
Beginning	
1. Use the writing process to produce text in various genres (defined in the previous section) that includes (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
a. topics and ideas that are broad and simplistic;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
b. marginally recognizable organization that shows a sense of beginning;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
c. a voice that shows some awareness of audience through word choice and style;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
d. word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say; and	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
e. little variation in sentence types and a significant number of awkward or rambling constructions.	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Early Intermediate	
2. Use the writing process to produce text a single paragraph long in various genres (defined in the previous section) that includes (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
a. identifiable main ideas, although not defined meaningfully;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
b. recognizable organization with beginning and concluding statements and words that signal sequence, although ideas not always sequenced meaningfully;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
c. a voice that shows some awareness of audience through word choice and style and is somewhat expressive and individualistic;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
d. word choices and descriptive phrases that are accurate, yet lack variety; and	This objective includes linguistic skills and knowledge in the following content areas: science and social studies

(s)–science; (m)–math; (ss)–social studies

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e. satisfactory control over simple sentence structures.	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Intermediate	
1. Use the writing process to produce text up to two paragraphs long in various genres (defined in the previous section) that includes (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
a. identifiable main ideas that are clear and related to the topic, and uses relevant detail suited to audience and purpose;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
b. a simple organization that uses beginning and concluding statements with some relationship among ideas present, transitional or signal words, and appropriately placed details;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
c. a voice that shows a developing awareness of audience and conveys a sense of originality and sincerity;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
d. varied word choices that are specific, accurate, and more expressive; and	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
e. good control over simple sentence structures with a variety of sentence beginnings and lengths that enhance the flow or writing, with occasional attempts at more complex structures.	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Early Advanced	
1. Use the writing process to produce text up to three paragraphs long in various genres (defined in the previous section) that includes (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
a. main ideas that are clear, contain relevant and adequate supporting details, and are well-suited to audience and purpose;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
b. an organization that creates a beginning that captures the readers interest, and an ending that provides a sense of resolution, places details appropriately, and creates smooth transitions between ideas;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
c. a voice that conveys originality, sincerity and liveliness as well as awareness of audience and purpose;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
d. accurate and specific word choices and phrases appropriate to topic and audience, with some experimental use of figurative language that energizes writing; and	This objective includes linguistic skills and knowledge in the following content areas: science and social studies

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
e. variety in sentence beginnings, lengths, and structures to enhance the flow of the writing, with limited control of compound sentences.	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Advanced	
1. Use the writing process to produce text up to three paragraphs long in various genres (defined in the previous section) that includes (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
a. main ideas that are clear, contain relevant and adequate supporting details, and are well-suited to audience and purpose;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
b. an organization that enhances the central ideas with a logical sequence, constructs paragraphs that group sentences around a topic, places details appropriately, and creates smooth and effective transitions between ideas;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
c. an individual, engaging voice that uses language appropriate to audience, purpose, and topic;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
d. varied, descriptive word choices and phrases that convey the intended meaning, energize the writing, and use figurative language where appropriate to purpose; and	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
e. variety in sentence length, structure, and complexity, including simple and compound sentences that flow together and sound natural when read aloud.	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Research	
Standard:	
The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.	
Beginning	
1. Consult print and multimedia resources (e.g., photographs, Internet, interviews) when needed to complete a class project. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Early Intermediate	
1. Accurately record observations and data from guided investigations in a field journal in his or her own words. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Organize notes in a meaningful sequence. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Intermediate	
1. Locate information from various resources (e.g., video tapes, magazines, experts, informational books, reference materials, interviews, guest speakers, Internet). (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies

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2. Record observations and other data, and reword information into simple sentences arranged sequentially. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Early Advanced	
1. Locate and record relevant information (e.g., notes, graphs, tables) from a variety of research materials, using own sentences arranged logically. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Record questions for further inquiry based on the conclusions of a scientific investigation. (s) (m) (ss)	Grade 4: Topic 17: 400C, 403, 403B, 406B, 411B, 415
Advanced	
1. Collect information and organize notes on a given topic logically from a variety of appropriate sources (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper), using independent learning strategies (e.g., graphic organizers). (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: Science and social studies
2. Generate relevant questions for future investigations or research based on the conclusions of a scientific investigation. (s) (m) (ss)	Grade 5: Topic 18: 430B, 431B, 437 Topic 20: 486B, 493B Interactive Lesson Support for English Language Learners: 105

**Scott Foresman—Addison Wesley enVisionMATH
to the
Arizona English Language Proficiency (ELPS) Standards
Grade 6**

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Grade 6	
ELL IV	
English Language Proficiency Standards in Listening and Speaking	
Delivery of Oral Communications	
Standard:	
The student will express orally his or her own thinking and ideas.	
Beginning	
1. Participate in social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; and describes common events and routines, using simple and more complex sentences that show some evidence of connected discourse (e.g., the use of words such as and, but, first, next, then, because, however, therefore). (s) (m) (ss)	Grade 6: Topic 19: 474C
2. Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?), using key words, phrases, and sentences. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 2F-2G, 7, 9, 9B Topic 2: 30F, 33, 41, 51 Topic 4: 94F, 99, 102A-104, 105B Topic 7: 160F, 165, 178A-179B Topic 9: 200F, 203, 214A-215B Topic 11: 260F, 275, 277B, 291 Topic 13: 320F, 328A-329B Topic 16: 398F, 402, 418A-419B Topic 18: 425F, 457, 466A-467 Topic 19: 476A, 486, 510A-511B Interactive Lesson Support for English Language Learners: 6, 23, 28, 46, 67, 102
3. Contribute to classroom and small group academic discussions by asking and answering questions, agreeing and disagreeing with others, and making comparisons, using simple and complex sentences. (s) (m) (ss)	Representative examples: Grade 6: Topic:2: 30C, 33, 36B, 39B, 40B Topic 3: 60C, 64B, 65B, 69B, 73B Topic 4: 94C, 96B, 98B, 101B, 105B Topic 5: 120B, 123B, 125, 125B, 126B Topic 10: 220C, 226B, 229B, 233B Topic 11: 260C, 265B, 269B Topic 14: 342C, 344B, 349B, 351B Topic 17: 429B, 433B, 442B, 443B Topic 18: 452C, 454B, 457B Topic 20: 518C, 523B, 527B

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
4. Issue multiple-step routine directions and instructions in a manner that the listener can follow. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 7B, 9, 12, 15, 20 Topic 5: 131B, 133, 137 145B, 147, Topic 6: 145B, 147, 153B Topic 8: 184C, 187, 189B Topic 10: 233B, 237B, 239B Topic 12: 303, 305B, 308 Topic 13: 325B, 327B, 329B Topic 18: 465B, 469B Topic 19: 483B, 493B Topic 20: 518C, 527B, 529B
5. Determine appropriate topics and the appropriate degrees of formality given the audience and setting, including when it is appropriate to tell a joke.	This objective is outside the scope of a math program.
6. Present personal narratives about ideas, events, or activities of interest, using logical organization and accurate and somewhat varied vocabulary. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Early Intermediate	
1. Participate in extended social conversations held in pairs or in small groups in which he or she discusses personal experiences, abilities, and needs; expresses likes, dislikes, and wants; gives invitations and apologies; asks for and grants permission; and describes common events and routines, using simple and more complex sentences in coherent, connected discourse. (s) (m) (ss)	Grade 6: Topic 19: 474C
2. Ask and respond to instructional questions on the content presented (e.g., What part of the story was more important?), using more extensive descriptive comments. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 2F-2G, 7, 9, 9B Topic 2: 30F, 33, 41, 51 Topic 4: 94F, 99, 102A-104, 105B Topic 7: 160F, 165, 178A-179B Topic 9: 200F, 203, 214A-215B Topic 11: 260F, 275, 277B, 291 Topic 13: 320F, 328A-329B Topic 16: 398F, 402, 418A-419B Topic 18: 425F, 457, 466A-467 Topic 19: 476A, 486, 510A-511B Interactive Lesson Support for English Language Learners: 6, 23, 28, 46, 67, 102
3. Contribute to classroom and academic discussions by giving suggestions, describing events, expressing possibilities and probabilities, and using another means of expression (e.g., synonyms, circumlocution), using accurate and varied vocabulary and sentence structures. (s) (m) (ss)	Representative examples: Grade 6: Topic:2: 30C, 33, 36B, 39B, 40B Topic 3: 60C, 64B, 65B, 69B, 73B Topic 4: 94C, 96B, 98B, 101B, 105B Topic 5: 120B, 123B, 125, 125B, 126B Topic 10: 220C, 226B, 229B, 233B Topic 11: 260C, 265B, 269B Topic 14: 342C, 344B, 349B, 351B Topic 17: 429B, 433B, 442B,443B Topic 18: 452C, 454B, 457B Topic 20: 518C, 523B, 527B

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
4. Issue multiple-step routine directions and instructions in a manner that the listener can follow, including basic references to time, location, and movement. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 7B, 9, 12, 15, 20 Topic 5: 131B, 133, 137 145B, 147, Topic 6: 145B, 147, 153B Topic 8: 184C, 187, 189B Topic 10: 233B, 237B, 239B Topic 12: 303, 305B, 308 Topic 13: 325B, 327B, 329B Topic 18: 465B, 469B Topic 19: 483B, 493B Topic 20: 518C, 527B, 529B
5. Recognize and use appropriate verbal and nonverbal behavior given the audience and setting, including whether to use standard English and/or vernacular dialects.	This objective is outside the scope of a math program.
6. Prepare and deliver a short oral report in a content area that effectively conveys the information in connected discourse, using accurate and varied vocabulary. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: Science and social studies
Intermediate	
1. Participate in extended social conversations held in pairs or in small groups in which he or she responds to a range of personal questions; gives invitations and apologies; asks for and gives advice, permission, suggestions, and reminders; and describes common events and routines, using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss)	Grade 6: Topic 19: 474C
2. Ask and respond to instructional questions on the content presented (e.g., How do the events of this story relate to your experiences?), using an extended explanation. (s) (m) (ss)	Representative examples: Grade 6: Topic 2: 32B, 34B, 36B, 42B Topic 3: 62B, 64B, 66B Topic 6: 144B, 146B, 150B Topic 8: 186B, 188B, 190B Topic 11: 262B, 266B, 281B Topic 13: 322B, 324B, 333B Topic 14: 344B, 348, 350B Topic 15: 372B, 376B, 379B Topic 18: 454B, 458B, 464B Topic 19: 474F, 476B, 505B
3. Contribute to classroom and academic discussions by giving suggestions; describing events; expressing intentions, possibilities, and probabilities; posing hypotheticals; and using another means of expression (e.g., synonyms, circumlocution), using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss)	Grade 6: Topic 20: 518A, 518C, 518E, 519, 520A-521, 523B, 524A-525, 527B, 528A-529B, 530A-531, 533B, 534A-535B, 536A-537B Interactive Lesson Support for English Language Learners: 130-135

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
4. Give clear multiple-step instructions to carry out a familiar process. (s) (m)	Representative examples: Grade 6: Topic 1: 7B, 9, 12, 15, 20 Topic 5: 131B, 133, 137 145B, 147, Topic 6: 145B, 147, 153B Topic 8: 184C, 187, 189B Topic 10: 233B, 237B, 239B Topic 12: 303, 305B, 308 Topic 13: 325B, 327B, 329B Topic 18: 465B, 469B Topic 19: 483B, 493B Topic 20: 518C, 527B, 529B
5. Express sympathy, empathy, and gratitude in socially and culturally appropriate ways through verbal and nonverbal means.	This objective is outside the scope of a math program.
6. Prepare and deliver a short oral report in a content area that effectively conveys the information through verbal and nonverbal communications in connected discourse, using accurate, natural, and varied vocabulary. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Early Advanced	
1. Open, develop, and close extended social conversations held in pairs or in groups in which he or she asks and responds to a range of personal questions, expresses feelings (e.g., sympathy, empathy, gratitude, certainty, doubt), and reports to and informs others about various situations and events, using accurate, purposeful, and varied vocabulary and sentence structures. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Initiate questions in order to analyze and compare information for decision-making. (s) (m) (ss)	Grade 6: Overview and Implementation Guide: T72 Topic 19: 502-504, 506B (Survey)
3. Contribute to classroom and academic discussions by making predictions, summarizing or reporting on situations, and drawing inferences, using accurate, natural, and varied vocabulary and sentence structures. (s) (m) (ss)	Grade 6: Topic 19: 474C, 477, Topic 20: 518A, 518C, 518E, 519, 520A-521, 523B, 524A-525, 527B, 528A-529B, 530A-531, 533B, 534A-535B, 536A-537B Interactive Lesson Support for English Language Learners: 120, 130-135
4. Give the sequence of steps in spoken directions, using clear reference and precise vocabulary. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: Science and social studies
5. Respond to and express humor in socially and culturally appropriate ways through verbal and nonverbal means.	This objective is outside the scope of a math program.
6. Prepare and deliver oral reports using a logical organization and explicit connectors (e.g., first, next, finally) when making presentations in a content area (e.g., explaining scientific or historical conclusions), using purposeful and varied vocabulary. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: Science and social studies

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
Advanced	
1. Open, develop, and close extended social conversations in which he or she asks and responds to a range of personal questions, expresses feelings (e.g., sympathy, empathy, gratitude, certainty, doubt), reports to and informs others about various situations and problems, and summarizes events, using accurate, precise, and varied vocabulary and sentence structures. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Respond to questions to clarify and confirm the accuracy of information needed for decision-making. (s) (m) (ss)	Grade 6: Topic 2: 48 (Item 4) Topic 3: 66, 79, 102, 110 Topic 7: 174, Topic 10: 241 Interactive Lesson Support for English Language Learners: 95
3. Initiate and sustain classroom and academic discussions by making predictions, summarizing or reporting on situations, and drawing inferences, using a variety of strategies to keep the discussion on track and on topic. (s) (m) (ss)	Grade 6: Topic 19: 474C, 477, Topic 20: 518A, 518C, 518E, 519, 520A-521, 523B, 524A-525, 527B, 528A-529B, 530A-531, 533B, 534A-535B, 536A-537B Interactive Lesson Support for English Language Learners: 120, 130-135
4. Give the sequence of steps in an extended set of spoken directions, using clear reference and precise vocabulary. (s) (m)	Representative examples: Grade 6: Topic: 1: 7B, 9, 12, 15, 20 Topic 5: 131B, 133, 137 145B, 147, Topic 6: 145B, 147, 153B Topic 8: 184C, 187, 189B Topic 10: 233B, 237B, 239B Topic 12: 303, 305B, 308 Topic 13: 325B, 327B, 329B Topic 18: 465B, 469B Topic 19: 483B, 493B Topic 20: 518C, 527B, 529B
5. Respond to and use idiomatic speech appropriately.	This objective is outside the scope of a math program.
6. Prepare and deliver oral reports in a content area (e.g., defending scientific or historical theories and ideas) that express main ideas and provide detailed descriptions and explanations, using accurate, natural, and varied vocabulary. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Standard English Conventions	
Standard	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Use various verb tenses, with some errors, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	This objective is outside the scope of a math program.

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2. Use nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences, with some errors.	This objective is outside the scope of a math program.
3. Use basic subject-verb agreement in simple sentences, with few errors, and in compound sentences, with several errors.	This objective is outside the scope of a math program.
Early Intermediate	
1. Use various verb tenses, with some errors, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	This objective is outside the scope of a math program.
2. Use nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences, with few errors.	This objective is outside the scope of a math program.
3. Use basic subject-verb agreement in simple sentences, with few errors, and in compound sentences, with some errors.	This objective is outside the scope of a math program.
Intermediate	
1. Use various verb tenses, with few errors, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	This objective is outside the scope of a math program.
2. Use nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences, with some errors.	This objective is outside the scope of a math program.
3. Use subject-verb agreement in simple and compound sentences, with few errors.	This objective is outside the scope of a math program.
Early Advanced	
1. Use various verb tenses, with some errors, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs.	This objective is outside the scope of a math program.
2. Use nouns, action/linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences, with some errors.	This objective is outside the scope of a math program.
3. Use subject-verb agreement in compound sentences and employ correct word order in sentences, with few errors.	This objective is outside the scope of a math program.
Advanced	
1. Use various verb tenses, with few errors, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three-part phrasal verbs.	This objective is outside the scope of a math program.
2. Use nouns, action/linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences, with few errors.	This objective is outside the scope of a math program.

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3. Use subject-verb agreement in compound and complex sentences and employ correct word order, with few errors.	This objective is outside the scope of a math program.
Comprehension of Oral Communications	
Standard:	
The student will listen actively to the ideas of others in order to acquire new knowledge.	
Beginning	
1. Identify factual details, key words, and expressions, and the overall gist of read-aloud stories and content area presentations, with contextual support (e.g., graphic organizers, posters, diagrams), with repetitions, rephrasing, and clarifications. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 4-5, 8-9, 18-19 Topic 2: 34-35, 36-37, 40-41 Topic 3: 62-63, 66-67, 70-71 Topic 7: 166-167, 172-173 Topic 9: 202-203, 210-211 Topic 12: 308-309, 310-311 Topic 14: 348-349, 354-355 Topic 15: 378-379, 386-387 Topic 17: 430-431, 438-439 Topic 19: 488B, 488-489, 498-499
2. Follow multiple-step instructions (four or more steps) for familiar processes or procedures. (s) (m)	Representative examples: Grade 6: Topic: 1: 7B, 9, 12, 15, 20 Topic 5: 131B, 133, 137 145B, 147, Topic 6: 145B, 147, 153B Topic 8: 184C, 187, 189B Topic 10: 233B, 237B, 239B Topic 12: 303, 305B, 308 Topic 13: 325B, 327B, 329B Topic 18: 465B, 469B Topic 19: 483B, 493B Topic 20: 518C, 527B, 529B
3. Restate the gist of oral discourse on personal, social, or grade-level academic topics when working in pairs, small groups, or whole-class discussions, although repetition, rephrasing, and contextual support is required. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 2C, 7B, 9B, 13B, 21B Topic 3: 60C, 63B, 69B, 73B Topic 7: 163B, 165B, 169B Topic 9: 200C, 203B, 205B, 207B Topic 10: 220C, 223B, 225B, 229B Topic 12: 305B, 307B, 313B Topic 14: 347B, 349, 351B Topic 15: 375B, 377B, 385B Topic 17: 429B, 433B, 441B Topic 19: 479B, 487B, 497B
4. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 6: Topic 2: 30C, 30E, 31, 32A-33, 33B

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Continued	Topic 5: 118C, 118E, 120A-121, 133B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C, 398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521
Early Intermediate	
1. Identify the purpose, main ideas, supporting details, and key words and expressions of read-aloud stories and content area presentations, with repetitions, rephrasing, and clarifications. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 2F-2G, 7, 9, 9B Topic 2: 30F, 33, 41, 51 Topic 4: 94F, 99, 102A-104, 105B Topic 7: 160F, 165, 178A-179B Topic 9: 200F, 203, 214A-215B Topic 11: 260F, 275, 277B, 291 Topic 13: 320F, 328A-329B Topic 16: 398F, 402, 418A-419B Topic 18: 425F, 457, 466A-467 Topic 19: 476A, 486, 510A-511B Interactive Lesson Support for English Language Learners: 6, 23, 28, 46, 67, 102
2. Integrate a few pieces of oral information to complete a task on familiar processes or procedures. (s) (m)	Representative examples: Grade 6: Topic 1: 9B, 13B, 21B Topic 2: 39B, 41B, 47B Topic 5: 123B, 125B, 127B Topic 8: 187B, 189B, 191B Topic 10: 241B, 245B, 253B Topic 12: 305B, 309B, 313B Topic 15: 375B, 389B, 391B Topic 16: 407B, 413B, 419B Topic 18: 461B, 465B, 469B Topic 19: 499B, 505B, 509B
3. Paraphrase main ideas and most important details in oral discourse on personal, social, or grade-level academic topics when working in pairs, small groups, or whole-class discussions, although some repetition, rephrasing, and contextual support is required. (s) (m) (ss)	Representative examples: Grade 6: Topic 3: 79B, 81B, 83B Topic 4: 97B, 101B, 105B Topic 6: 147B, 153B, 155B Topic 8: 189B, 193B, 195B Topic 10: 241B, 245B, 253B Topic 12: 305B, 309B, 313B Topic 14: 347B, 349B, 361B Topic 15: 381B, 389B, 391B Topic 18: 461B, 465B, 469B Topic 19: 497B, 501B, 509B

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4. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	representative examples: Grade 6: Topic 2: 30C, 30E, 31, 32A-33, 33B Topic 5: 118C, 118E, 120A-121, 133B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C,398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521
Intermediate	
1. Distinguish fact from opinion from read-aloud stories and content area presentations, with contextual support, repetitions, rephrasing, and clarifications. (s) (m) (ss)	Grade 6: Topic 5: 136A-137B Interactive Lesson Support for English Language Learners: 34-35
2. Integrate several detailed pieces of oral information to complete a task on familiar processes or procedures. (s) (m)	Representative examples: Grade 6: Topic 1: 9B, 13B, 21B Topic 3: 79B, 81B, 83B Topic 4: 97B, 101B, 105B Topic 12: 305B, 309B, 313B Topic 15: 375B, 389B, 391B Topic 16: 407B, 413B, 419B Topic 18: 461B, 465B, 469B Topic 19: 497B, 501B, 509B Topic 20: 527B, 533B, 537B
3. Summarize main ideas and supporting details in oral discourse on personal, social, or academic topics when working in pairs, small groups, or whole-class discussions, with little repetition or rephrasing required. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 2F-2G, 7, 9, 9B Topic 2: 30F, 33, 41, 51 Topic 4: 94F, 99, 102A-104, 105B Topic 7: 160F, 165, 178A-179B Topic 9: 200F, 203, 214A-215B Topic 11: 260F, 275, 277B, 291 Topic 13: 320F, 328A-329B Topic 16: 398F, 402, 418A-419B Topic 18: 425F, 457, 466A-467 Topic 19: 476A, 486, 510A-511B Interactive Lesson Support for English Language Learners: 6, 23, 28, 46, 67, 102
4. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 6: Topic 2: 30C, 30E, 31, 32A-33, 33B Topic 5: 118C, 118E, 120A-121, 133B Topic 6: 142E, 148A-149, 149B

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Continued	Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C,398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521
Early Advanced	
1. Identify the intended effect of persuasive vocabulary in read-aloud stories and content area presentations, with some repetitions, rephrasing, and clarification. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Follow an extended set of multiple-step instructions on tasks for familiar processes or procedures. (s) (m)	Representative examples: Grade 6: Topic 1: 7B, 9, 12, 15, 20 Topic 5: 131B, 133, 137 145B, 147, Topic 6: 145B, 147, 153B Topic 8: 184C, 187, 189B Topic 10: 233B, 237B, 239B Topic 12: 303, 305B, 308 Topic 13: 325B, 327B, 329B Topic 18: 465B, 469B Topic 19: 483B, 493B Topic 20: 518C, 527B, 529B
3. Respond to requests for facts and explain some inferred meanings of a range of descriptive and narrative oral discourse on personal, social, and academic topics when working in pairs, small groups, or during whole-class discussions. (s) (m) (ss)	Representative examples: Grade 6: Topic 3: 66B, 81B, 83B Topic 4: 97B, 101B, 105B, 106B Topic 6: 147B, 148B, 153B, 155B Topic 8: 186B, 89B, 193B, 195B Topic 10: 238B, 241B, 245B, 253B Topic 12: 305B, 308B, 309B, 313B Topic 14: 344B, 347B, 349B, 361B Topic 15: 381B, 382B, 389B, 391B Topic 18: 454B, 461B, 465B, 469B Topic 19: 490B, 497B, 501B, 509B
4. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 6: Topic 2: 30C, 30E, 31, 32A-33, 33B Topic 5: 118C, 118E, 120A-121, 133B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C,398E, 400A-401 Topic 17: 424C, 426A-427, 443B

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	Topic 20: 518C, 520B-521
Advanced	
1. Identify the facts and details that support the author’s argument regarding a particular idea in read-aloud stories and content area presentations. (s) (m) (ss)	Each Topic provides students with the opportunity to improve their listening skills through ELL activities found in the Meeting Individual Needs sections and in Partner Talk and Report Back. The Written and Oral Language in Math feature at the beginning of each Topic provides further listening and speaking opportunities. For example, see the following pages: Grade 6: Topic 5: 118F, 123B, 127B Topic 6: 142C, 142F, 145B Topic 12: 298C, 298F, 301B
2. Follow an extended set of multiple-step instructions on tasks for less familiar processes or procedures. (s) (m)	Representative examples: Grade 6: Topic: 1: 7B, 9, 12, 15, 20 Topic 5: 131B, 133, 137 145B, 147, Topic 6: 145B, 147, 153B Topic 8: 184C, 187, 189B Topic 10: 233B, 237B, 239B Topic 12: 303, 305B, 308 Topic 13: 325B, 327B, 329B Topic 18: 465B, 469B Topic 19: 483B, 493B Topic 20: 518C, 527B, 529B
3. Respond to requests for facts and evaluate opinions, attitudes, and point of view of speakers in a range of persuasive and expressive personal, social, and academic topics when working in pairs, small groups, or during whole-class discussions. (s) (m) (ss)	Representative examples: Grade 6: Topic 3: 66B, 81B, 83B Topic 4: 97B, 101B, 105B, 106B Topic 6: 147B, 148B, 153B, 155B Topic 8: 186B, 89B, 193B, 195B Topic 10: 238B, 241B, 245B, 253B Topic 12: 305B, 308B, 309B, 313B Topic 14: 344B, 347B, 349B, 361B Topic 15: 381B, 382B, 389B, 391B Topic 18: 454B, 461B, 465B, 469B Topic 19: 490B, 497B, 501B, 509B
4. Comprehend all content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher’s edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 6: Topic 2: 30C, 30E, 31, 32A-33, 33B Topic 5: 118C, 118E, 120A-121, 133B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205

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Continued	Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C,398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521
ELL IV	
English Language Proficiency Standards in Reading	
Vocabulary	
Standard:	
The student will acquire English language vocabulary and use it in relevant contexts.	
Beginning	
1. Determine the effect of affixes on root words. (s) (m) (ss)	Grade 6: Topic 6: 142C, 142E, 143, 148A-149, 149B150A-151 Topic 7: 260E, 261, 262A-263, 265B, 266A-266, 270A-271, 273B, 274A-275, 277B, 278A-279, 281B, 284A-284, 287B, 288A-289 Topic 13: 320E, 321, 330A-330, 333B, 334A-335
2. Know the difference between the denotative and connotative meanings of grade-level words.	This objective is outside the scope of a math program.
3. Recognize simple analogies and similes in literature and texts in content areas (e.g., fly like a bird). (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
4. Use standard dictionary to determine meanings and pronunciations of some unknown words (e.g., words with multiple meanings, idioms). (s) (m) (ss)	Grade 6: Student Edition: 544-564
5. Determine the intended meaning of a few grade-level words with multiple meanings using word, sentence, and paragraph clues. (s) (m) (ss)	Grade 6: Topic 2: 30C, 30E, 31, 32A-32, 33B, 34B-35, 35B Topic 14: 342C, 344B
6. Know the meaning of one or two multiple-meaning grade-level words that have a different meaning in mathematics (e.g., acute, obtuse). (m)	Grade 6: Topic 11: 260C, 260E, 261, 266A-267 Interactive Lesson Support for English Language Learners: 69
7. Identify chronology or cause and effect relationships in text from the signal words. (s) (m) (ss)	Grade 6: Topic 1: 18-19, 21B Topic 2: 48A-49B Interactive Lesson Support for English Language Learners: 4-5, 12
Early Intermediate	
1. Occasionally apply knowledge of common Greek and Latin roots and affixes (e.g., anti, bene, auto, populous, astro, theo,) to understand content area vocabulary. (s) (m) (ss)	Grade 6: Topic 6: 142C, 142E, 143, 148A-149, 149B150A-151 Topic 7: 260E, 261, 262A-263, 265B, 266A-266, 270A-271, 273B, 274A-275, 277B, 278A-279, 281B, 284A-284, 287B, 288A-289 Topic 13: 320E, 321, 330A-330, 333B, 334A-335 Topic 14: 342C, 342E, 343, 344A-345

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2. Occasionally distinguish between the denotative and connotative meanings of grade-level words.	This objective is outside the scope of a math program.
3. Occasionally determine the meaning of figurative language, including similes (e.g., fly like a bird), metaphors, (e.g., The doctor inspected the injury with an eagle eye) and personification. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
4. Use standard dictionary to determine meanings, pronunciations, syllabication, parts of speech, and antonyms and synonyms. (s) (m) (ss)	Grade 6: Student Edition: 544-564
5. Interpret the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues, as well as text structures such as definition and example. (s) (m) (ss)	Grade 6: Topic 2: 30C, 30E, 31, 32A-32, 33B, 34B-35, 35B Topic 14: 342C, 344B
6. Know the meaning of a few multiple-meaning grade-level words that have a different meaning in mathematics (e.g., table, variable, similarity). (m)	Grade 6: Topic 11: 260C, 260E, 261, 266A-267 Interactive Lesson Support for English Language Learners: 69
7. Occasionally recognize words that signal the text organizational structures outlined in the Advanced section of this level. (s) (m) (ss)	Grade 6: Topic 15: 390B-391 Topic 16: 418B-419
Intermediate	
1. Sometimes apply knowledge of common Greek and Latin roots and affixes (e.g., anti, bene, auto, populous, astro, theo,) to understand content area vocabulary. (s) (m) (ss)	Grade 6: Topic 13: 320E, 321, 330A-330, 333B, 334A-335 Topic 14: 342C, 342E, 343, 344A-345 Topic 16: 398E, 399, 404A-4045, 407B
2. Sometimes distinguish between the denotative and connotative meanings of grade-level words.	This objective is outside the scope of a math program.
3. Sometimes determine the meaning of figurative language, including similes, metaphors, personification, and idioms. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
4. Use standard dictionary, thesauri, and glossaries to determine meanings, pronunciations, syllabication, parts of speech, and antonyms and synonyms. (s) (m) (ss)	Grade 6: Student Edition: 544-564
5. Interpret the intended meaning of many grade-level words with multiple meanings using word, sentence, paragraph clues, as well as text structures such as definition and example. (s) (m) (ss)	Grade 6: Topic 2: 30C, 30E, 31, 32A-32, 33B, 34B-35, 35B Topic 14: 342C, 344B
6. Know the meaning of some multiple-meaning grade-level words that have a different meaning in mathematics (e.g., factor, plane, function). (m)	Grade 6: Topic 11: 260C, 260E, 261, 266A-267 Interactive Lesson Support for English Language Learners: 69
7. Sometimes recognize words that signal the text organizational structures outlined in the Advanced section of this level. (s) (m) (ss)	Grade 6: Topic 15: 390B-391 Topic 16: 418B-419
Early Advanced	
1. Often apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary (e.g., equation, congruence, recursive, complementary, symbiotic, hypothesis, lithosphere, renaissance, anarchy, suffrage). (s) (m) (ss)	Grade 6: Topic 4: 96B-96 Topic 13: 320E, 321, 330A-330, 333B, 334A-335 Topic 14: 342C, 342E, 343, 344A-345 Topic 16: 398E, 399, 404A-4045, 407B

(s)–science; (m)–math; (ss)–social studies

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2. Often distinguish between the denotative and connotative meanings of grade-level words.	This objective is outside the scope of a math program.
3. Often determine the meaning of figurative language, including similes, metaphors, personification, and idioms. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
4. Use multiple reference aids, (e.g., thesaurus, synonym/antonym finder, dictionary, software) to determine various word meanings, pronunciations, syllabication, parts of speech, antonyms and synonyms, and correct spellings of words. (s) (m) (ss)	Representative examples: Grade 6: Topic 5: 118C, 118E, 124, 133B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C,398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521 Student Edition: 544-564
5. Interpret the intended meaning of many grade-level words with multiple meanings using word, sentence, paragraph clues, as well as text structures such as definition, example, and restatement. (s) (m) (ss)	Grade 6: Topic 2: 30C, 30E, 31, 32A-32, 33B, 34B-35, 35B Topic 14: 342C, 344B
6. Know the meaning of many multiple-meaning grade-level words that have a different meaning in mathematics (e.g., expression, rational, domain, range, chord). (m)	Grade 6: Topic 11: 260C, 260E, 261, 266A-267 Interactive Lesson Support for English Language Learners: 69
7. Often recognize words that signal the text organizational structures outlined in the Advanced section of this level. (s) (m) (ss)	Grade 6: Topic 15: 390B-391 Topic 16: 418B-419
Advanced	
1. Consistently apply knowledge of common Greek and Latin roots and affixes to understand content area vocabulary. (s) (m) (ss)	Grade 6: Topic 4: 96B-96 Topic 13: 320E, 321, 330A-330, 333B, 334A-335 Topic 14: 342C, 342E, 343, 344A-345 Topic 16: 398E, 399, 404A-4045, 407B
2. Consistently distinguish between the denotative and connotative meanings of grade-level words.	This objective is outside the scope of a math program.
3. Consistently determine the meaning of figurative language, including similes, metaphors, personification, and idioms, and how the writer's word choice affects the meaning of the text. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
4. Use general and specific dictionaries and other reference aids to determine the meanings, pronunciations, syllabication, synonyms and antonyms, parts of speech, and correct spellings of words. (s) (m) (ss)	Grade 6: Student Edition: 544-564
5. Interpret the intended meaning of most grade-level words with multiple meanings using word, sentence, and paragraph clues such as definition, example, restatement, and contrast. (s) (m) (ss)	Grade 6: Topic 2: 30C, 30E, 31, 32A-32, 33B, 34B-35, 35B Topic 14: 342C, 344B

(s)–science; (m)–math; (ss)–social studies

Arizona English Language Proficiency Standards	Scott Foresman-Addison Wesley enVisionMATH
6. Know the meaning of most multiple-meaning grade-level words that have a different meaning in mathematics. (m)	Grade 6: Topic 11: 260C, 260E, 261, 266A-267 Interactive Lesson Support for English Language Learners: 69
7. Consistently recognize words that signal the following text organizational structures:	
<ul style="list-style-type: none"> •cause and effect (e.g., because, if...then, for this reason, consequently, due to, accordingly); and, (s) (m) (ss) 	Grade 6: Topic 15: 391 Topic 16: 419B Topic 18:469B
<ul style="list-style-type: none"> •chronological sequences (e.g., first, after, following, during, when, then); (s) (m) (ss) 	Grade 6: Topic 15: 391
<ul style="list-style-type: none"> •comparison/contrast (e.g., but, however, similar to, in common, on the other hand, less than); (s) (m) (ss) 	Grade 6: Topic 16: 419, 419B
<ul style="list-style-type: none"> •description (e.g., as in, such as, appears to be, above, under); (s) (m) (ss) 	Grade 6: Topic 15: 390B-391 Topic 16: 419B
<ul style="list-style-type: none"> •problem and solution (e.g., one answer, a resolution, therefore, in order to.) (s) (m) (ss) 	Grade 6: Topic 15: 390B-391 Topic 16: 418B-419
Comprehending Text	
Standard:	
The student will analyze text for expression, enjoyment, and response to other related content areas.	
Beginning	
1. Follow the sequence of narration in text (e.g., popular newspaper, magazine articles, and popular easy fiction). (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Identify major and minor characters in literary works. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
3. Identify some structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter).	This objective is outside the scope of a math program.
4. Identify the main ideas, key words, and important details in short expository text on a familiar topic. (s) (m) (ss)	Representative examples: Grade 6: Topic 3: 79B, 81B, 83B Topic 4: 97B, 101B, 105B Topic 6: 147B, 153B, 155B Topic 8: 189B, 193B, 195B Topic 10: 241B, 245B, 253B Topic 12: 305B, 309B, 313B Topic 14: 347B, 349B, 361B Topic 15: 381B, 389B, 391B Topic 18: 461B, 465B, 469B Topic 19: 497B, 501B, 509B

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5. Follow a set of written multiple-step instructions to perform routine procedures, answer questions, or solve problems. (In science that includes directions for lab investigations; in math that includes problem solving.) (s) (m)	Representative examples: Grade 6: Topic 1: 2F-2L, 7, 24A-25, 25B Topic 4: 94F, 96-97, 98, 100 Topic 5: 118F, 123, 125, 133 Topic 6: 142F, 145, 147, 149 Topic 8: 184F, 194A-195, 195B Topic 9: 200F, 205, 214A-215, 215B Topic 11: 260F, 265, 267, 290A-291, 291B Topic 12: 298F, 305, 309, 315 Topic 17: 424F, 433, 444A-446, 447B Topic 20: 518F, 523, 525, 529
6. Identify persuasive words in text intended to influence readers' opinions and actions. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
7. Access and locate specific information from informational and functional text by using organizational features of text, including table of contents, indexes, glossaries, titles, diagrams, graphics, appendixes, headings, captions, and key words. (s) (m) (ss)	Representative examples: Grade 6: Topic 5: 118C, 118E, 124, 133B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C, 398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521 Student Edition: 544-564
8. Navigates text that includes factual information with a few unfamiliar names and events. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
9. Interpret a few graphic sources of information such as charts, timelines, and simple tables. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 4-5, 7, 10-11, 15 Topic 2: 48-49, 50-51 Topic 5: 131 Topic 6: 153 Topic 7: 178-179 Topic 11: 290-291 Topic 12: 311 Topic 13: 322-323 Topic 15: 380-383 Topic 16: 413 Topic 19: 494-496
10. Translate a written phrase to a simple mathematical statement. (m)	Grade 6: Topic 2: 30C, 32A-33, 33B Interactive Lesson Support for English Language Learners: 7
11. Comprehend one or two grade-level mathematic word problems. (m)	Representative examples: Grade 6: Topic 1: 2F-2G, 7, 9, 9B Topic 2: 30F, 33, 41, 51 Topic 4: 94F, 99, 102A-104, 105B

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Continued	Topic 7: 160F, 165, 178A-179B Topic 9: 200F, 203, 214A-215B Topic 11: 260F, 275, 277B, 291 Topic 13: 320F, 328A-329B Topic 16: 398F, 402, 418A-419B Topic 18: 425F, 457, 466A-467 Topic 19: 476A, 486, 510A-511B Interactive Lesson Support for English Language Learners: 6, 23, 28, 46, 67, 102
12. Comprehend one or two content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Representative examples: Grade 6: Topic 2: 30C, 30E, 31, 32A-33, 33B Topic 5: 118C, 118E, 120A-121, 133B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C, 398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521
Early Intermediate	
1. Describe the plot and its components, and the setting of a literary selection. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Distinguish between major and minor characters and identify qualities of key characters. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
3. Identify many structural elements of poetry (e.g., imagery, rhyme, verse, rhythm, meter).	This objective is outside the scope of a math program.
4. Identify the purpose, main ideas, key words, and important details in text that requires some level of inference. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 2F-2G, 7, 9, 9B Topic 2: 30F, 33, 41, 51 Topic 4: 94F, 99, 102A-104, 105B Topic 7: 160F, 165, 178A-179B Topic 9: 200F, 203, 214A-215B Topic 11: 260F, 275, 277B, 291 Topic 13: 320F, 328A-329B Topic 16: 398F, 402, 418A-419B Topic 18: 425F, 457, 466A-467 Topic 19: 476A, 486, 510A-511B Interactive Lesson Support for English Language Learners: 6, 23, 28, 46, 67, 102
5. Follow a set of written multiple-step instructions to perform routine and less routine procedures. (s) (m)	Representative examples: Grade 6: Topic 1: 2F-2L, 7, 24A-25, 25B Topic 4: 94F, 96-97, 98, 100 Topic 5: 118F, 123, 125, 133 Topic 6: 142F, 145, 147, 149

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Continued	Topic 8: 184F, 194A-195, 195B Topic 9: 200F, 205, 214A-215, 215B Topic 11: 260F, 265, 267, 290A-291, 291B Topic 12: 298F, 305, 309, 315 Topic 17: 424F, 433, 444A-446, 447B Topic 20: 518F, 523, 525, 529
6. Explain the intended effect of persuasive words and strategies to influence readers' opinions and actions. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
7. Access and locate specific information from informational and functional text by using organizational structures of text, including chronological order, comparison and contrast. (s) (m) (ss)	Representative examples: Grade 6: Topic 5: 118C, 118E, 124, 133B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C, 398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521 Student Edition: 544-564
8. Navigates text that includes factual information with some unfamiliar names and events. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
9. Interpret some graphic sources of information such as charts, timelines, tables, and simple maps and graphs. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 4-5, 7, 10-11, 15 Topic 2: 48-49, 50-51 Topic 5: 131 Topic 6: 153 Topic 7: 178-179 Topic 11: 290-291 Topic 12: 311 Topic 13: 322-323 Topic 15: 380-383 Topic 16: 413 Topic 19: 494-496
10. Translate a written phrase to a simple algebraic expression. (m)	Grade 6: Topic 2: 30C, 32A-33, 33B Interactive Lesson Support for English Language Learners: 7

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11. Comprehend a few grade-level mathematics word problems. (m)	Representative examples: Grade 6: Topic 1: 2F-2L, 7, 24A-25, 25B Topic 4: 94F, 96-97, 98, 100 Topic 5: 118F, 123, 125, 133 Topic 6: 142F, 145, 147, 149 Topic 8: 184F, 194A-195, 195B Topic 9: 200F, 205, 214A-215, 215B Topic 11: 260F, 265, 267, 290A-291, 291B Topic 12: 298F, 305, 309, 315 Topic 17: 424F, 433, 444A-446, 447B Topic 20: 518F, 523, 525, 529
12. Comprehend a few content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Representative examples: Grade 6: Topic 2: 30C, 30E, 31, 32A-33, 33B Topic 5: 118C, 118E, 120A-121, 133B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C, 398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521
Intermediate	
1. Identify the theme (e.g., moral, lesson, meaning, message, view or comment on life) and point of view of a literary selection. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations). (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
3. Describe the structural elements of poetry (e.g., stanza, verse, rhyme scheme, rhythm, line breaks).	This objective is outside the scope of a math program.
4. Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (s) (m) (ss)	Students have opportunities to learn how to draw valid conclusions as they build their reading comprehension skills to answer word problems. For example: Grade 6: Topic 4: 94C, 94F, 101 Topic 8: 184F, 187 Topic 13: 320F Topic 16: 398F, 403, 411 Topic 17: 424F

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5. Use information from text and text features to determine the sequence of activities needed to carry out a procedure. (s) (m)	Representative pages: Grade 6: Topic 1: 7B, 9, 12, 15, 20 Topic 5: 131B, 133, 137 145B, 147, Topic 6: 145B, 147, 153B Topic 8: 184C, 187, 189B Topic 10: 233B, 237B, 239B Topic 12: 303, 305B, 308 Topic 13: 325B, 327B, 329B Topic 18: 465B, 469B Topic 19: 483B, 493B Topic 20: 518C, 527B, 529B
6. Distinguish fact from opinion in persuasive text by providing supporting evidence from text. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: Science and social studies
7. Access and locate specific information from informational and functional text by using organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order. (s) (m) (ss)	Representative examples: Grade 6: Topic 5: 118C, 118E, 124, 133B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C,398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521 Student Edition: 544-564
8. Navigates text that includes factual information with many unfamiliar names and events. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
9. Interpret many graphic sources of information such as charts, timelines, tables, maps, graphs, and diagrams. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 4-5, 7, 10-11, 15 Topic 2: 48-49, 50-51 Topic 5: 131 Topic 6: 153 Topic 7: 178-179 Topic 11: 290-291 Topic 12: 311 Topic 13: 322-323, 328-329 Topic 15: 380-383 Topic 16: 413 Topic 19: 494-496
10. Translate a sentence written in context into an algebraic equation involving one operation. (m)	Grade 6: Topic 4: 102A-103, 105B, 110B-111, 113B Topic 12: 315. Interactive Lesson Support for English Language Learners: 26, 28

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11. Comprehend some grade-level mathematics word problems. (m)	Representative examples: Grade 6: Topic 1: 2F-2L, 7, 24A-25, 25B Topic 4: 94F, 96-97, 98, 100 Topic 5: 118F, 123, 125, 133 Topic 6: 142F, 145, 147, 149 Topic 8: 184F, 194A-195, 195B Topic 9: 200F, 205, 214A-215, 215B Topic 11: 260F, 265, 267, 290A-291, 291B Topic 12: 298F, 305, 309, 315 Topic 17: 424F, 433, 444A-446, 447B Topic 20: 518F, 523, 525, 529
12. Comprehend some content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Representative examples: Grade 6: Topic 2: 30C, 30E, 31, 32A-33, 33B Topic 5: 118C, 118E, 120A-121, 133B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C, 398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521
Early Advanced	
1. Recognize and describe multiple themes in literary works from various cultures. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Describe characters' motivations and how a character's traits influence a character's actions. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
3. Identify the characteristics of alliteration, assonance, and figurative language in various selections of poetry.	This objective is outside the scope of a math program.
4. Draw valid conclusions about the purpose and main ideas of text and the author's position regarding the subject of that text. (s) (m) (ss)	Students have opportunities to learn how to draw valid conclusions as they build their reading comprehension skills to answer word problems. For example: Grade 6: Topic 4: 94C, 94F, 101 Topic 8: 184F, 187 Topic 13: 320F Topic 16: 398F, 403, 411 Topic 17: 424F

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5. Evaluate the adequacy of functional text that is designed to provide directions, solve a problem, or answer a question, by determining what information is missing or extraneous. (s) (m)	Representative examples: Grade 6: Topic 11: 290 Topic 12: 314 Topic 13: 328 Topic 14: 362 Topic 15: 390 Topic 16: 418 Topic 17: 444 Topic 18: 466 Topic 19: 488, 510 Topic 20: 536
6. Determine author’s perspective; distinguish between sound generalizations and oversimplifications or bias. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
7. Access and locate specific information from informational and functional text by using organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order, description and problem-solution. (s) (m) (ss)	Representative examples: Grade 6: Topic 5: 118C, 118E, 124, 133B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C, 398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521 Student Edition: 544-564
8. Navigates text that includes factual information with many unfamiliar names, events, and concepts. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
9. Interpret the components of various graphic sources of information such as legends, keys, scales, and captions. (s) (m) (ss)	Grade 6: Topic 13: 320E, 321, 334A-335, 337B Topic 19: 476A-479B, 480B-482, 484B-487, 488-489, 494-496, 497B, 506, 508-509 Interactive Lesson Support for English Language Learners: 88, 120-123
10. Translate a sentence written in context into an algebraic equation involving two operations. (m)	Grade 6: Topic 15: 372B, 374, 376B-377, 379 Interactive Lesson Support for English Language Learners: 96-97
11. Comprehend many grade-level mathematics word problems. (m)	Representative examples: Grade 6: Topic 1: 2F-2L, 7, 24A-25, 25B Topic 4: 94F, 96-97, 98, 100 Topic 5: 118F, 123, 125, 133 Topic 6: 142F, 145, 147, 149 Topic 8: 184F, 194A-195, 195B Topic 9: 200F, 205, 214A-215, 215B Topic 11: 260F, 265, 267, 290A-291, 291B Topic 12: 298F, 305, 309, 315 Topic 17: 424F, 433, 444A-446, 447B Topic 20: 518F, 523, 525, 529

(s)–science; (m)–math; (ss)–social studies

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12. Comprehend many content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Representative examples: Grade 6: Topic 2: 30C, 30E, 31, 32A-33, 33B Topic 5: 118C, 118E, 120A-121, 133B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C, 398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521
Advanced	
1. Draw conclusions about the theme, characters, plot development, point of view, word choice, and the relevance of setting to the mood and tone of the text. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
2. Compare and contrast character's key qualities, points of view, and themes across a variety of literary works from different cultures. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
3. Describe meaning and characteristics of various forms of poetry (e.g., epic, lyric, sonnet, free verse) and fiction (novel, short story, essay).	This objective is outside the scope of a math program.
4. Make relevant inferences by synthesizing concepts about expository text, supported by text evidence. (s) (m) (ss)	Grade 6: Topic 5: 136A-137B Topic 19: 506A-508, 509B Topic 20: 528-529, 530B-531, 531B Interactive Lesson Support for English Language Learners: 34-35, 128, 132-133
5. Interpret details from a variety of functional text designed to provide directions, solve a problem, or answer a question. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 2F-2G, 7, 9, 9B Topic 2: 30F, 33, 41, 51 Topic 4: 94F, 99, 102A-104, 105B Topic 7: 160F, 165, 178A-179B Topic 9: 200F, 203, 214A-215B Topic 11: 260F, 275, 277B, 291 Topic 13: 320F, 328A-329B Topic 16: 398F, 402, 418A-419B Topic 18: 425F, 457, 466A-467 Topic 19: 476A, 486, 510A-511B Interactive Lesson Support for English Language Learners: 6, 23, 28, 46, 67, 102
6. Evaluate the adequacy and effectiveness of the supporting facts and details, including identifying instances of propaganda and bias. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies

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7. Compare and contrast the organizational structures of text, including cause and effect, chronological order, comparison and contrast, and logical order, description and problem/solution to aid comprehension. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 2F-2L, 14A, 17B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C,398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521 Student Edition: 544-564
8. Navigates text that includes a wealth of factual information replete with unfamiliar names, events, and concepts. (ss)	This objective includes linguistic skills and knowledge in the following content areas: social studies
9. Interpret a wide variety of graphic sources of information, including political cartoons and other types of illustrations. (s) (m) (ss)	Representative examples: Grade 6: Topic 1: 4-5, 8-9, 18-19 Topic 2: 34-35, 36-37, 40-41 Topic 3: 62-63, 66-67, 70-71 Topic 7: 166-167, 172-173 Topic 9: 202-203, 210-211 Topic 12: 308-309, 310-311 Topic 14: 348-349, 354-355 Topic 15: 378-379, 386-387 Topic 17: 430-431, 438-439 Topic 19: 488B, 488-489, 498-499
10. Translate a written sentence or phrase into an algebraic equation or expression, and vice versa. (m)	Grade 6: Topic 2: 30C, 32A-33, 33B Topic 4: 102A-103, 105B, 110B-111, 113B Topic 12: 315 Topic 15: 372B, 374, 376B-377, 379 Interactive Lesson Support for English Language Learners: 7, 26, 28, 96-97
11. Comprehend most grade-level mathematics word problems. (m)	Representative examples: Grade 6: Topic 1: 2F-2G, 7, 9, 9B Topic 2: 30F, 33, 41, 51 Topic 4: 94F, 99, 102A-104, 105B Topic 7: 160F, 165, 178A-179B Topic 9: 200F, 203, 214A-215B Topic 11: 260F, 275, 277B, 291 Topic 13: 320F, 328A-329B Topic 16: 398F, 402, 418A-419B Topic 18: 425F, 457, 466A-467 Topic 19: 476A, 486, 510A-511B Interactive Lesson Support for English Language Learners: 6, 23, 28, 46, 67, 102

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12. Comprehend most content area words, including grade-level math, science, and social studies vocabulary. (s) (m) (ss)	Each topic has a section entitled <i>The Language of Math</i> and <i>My new Math Words</i> , new vocabulary is highlighted in Teacher's edition as they appear and ELL Partner Talk and ELL Report Back appear in most lessons. www.pearsonsuccessnet.com supplies an <i>Animated Glossary</i> . the following are representative examples: Grade 6: Topic 2: 30C, 30E, 31, 32A-33, 33B Topic 5: 118C, 118E, 120A-121, 133B Topic 6: 142E, 148A-149, 149B Topic 9: 200E, 201, 204A, 204-205 Topic 10: 220C, 222A-223, 233B Topic 14: 342C, 342E, 344A-345, Topic 15: 370C, 370E, 380A-381 Topic 16: 398C,398E, 400A-401 Topic 17: 424C, 426A-427, 443B Topic 20: 518C, 520B-521
ELL Proficiency Standards in Writing	
ELL IV	
Writing Applications	
Standard:	
The student will express his or her thinking and ideas in a variety of writing genres.	
Beginning	
Narrative	
1. Write a narrative based on imagined or real events, observations, or memories that include characters and plot in some detail.	This objective is outside the scope of a math program.
Expository	
2. Write an expository paragraph or a simple report based on research using a topic sentence.	This objective is outside the scope of a math program.
3. Write a book report or review that identifies the main events.	This objective is outside the scope of a math program.
4. Record new questions and predictions based upon the data collected in a scientific investigation. (s)	This objective is outside the scope of a math program.
Functional	
5. Write letters, such as thank-you notes, friendly letters, and messages and invitations that address the audience, stated purpose, and context.	This objective is outside the scope of a math program.
Persuasive	
6. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.	This objective is outside the scope of a math program.
Early Intermediate	
Narrative	
1. Write a narrative based on imagined or real events that includes characters, setting, and well-chosen details to develop the plot	This objective is outside the scope of a math program.
Expository	
2. Write expository essays and informational reports based on research that include topic sentences, main ideas, and relevant details.	This objective is outside the scope of a math program.

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3. Write a book report that identifies the main ideas, characters, and events.	This objective is outside the scope of a math program.
4. Accurately record data that students collect (e.g., facts they learn or procedures they conduct) in an organized and appropriate format. (s) (m)	Grade 6: Topic 1: 2G-2I, 26A-25B Topic 2: 50A-51, 53B Topic 7: 178A-179B Topic 11: 290A-291B Topic 19: 474C, 475, 476A-479B, 480A-481, 483, 483B, 488A-489B, 494A-495, 497B, 498A-499B Topic 20: 536A-537B Interactive Lesson Support for English Language Learners: 6, 13, 46, 76, 1123, 125, 127, 135
Functional	
5. Write a variety of functional text (e.g., directions, recipes, labels, graphs/tables) that address the audience, stated purpose, and context. (s) (m)	Representative examples: Grade 6: Topic 2: 33, 35, 38, 41, 44, 47, 49 Topic 3: 63, 65, 67, 77, 80, 81 Topic 4: 94F, 97, 100, 108 Topic 5: 122, 127, 133, 135, 137 Topic 10: 223, 228, 232, 236, 244 Topic 11: 264, 272, 277, 280 Topic 14: 346, 349, 356, 360 Topic 15: 371, 374, 376, 377, 391 Topic 17: 432, 433, 4435, 440, 443, 446 Topic 19: 482, 486, 492, 495, 504
Persuasive	
6. Write persuasive text that states a clear position in support of a proposition.	This objective is outside the scope of a math program.
Intermediate	
Narrative	
1. Write a narrative based on imagined or real events that include characters, setting, and sensory details, and logical sequencing to develop the plot.	This objective is outside the scope of a math program.
Expository	
2. Write expository essays and informational reports based on research that frame a key question about an issue and include facts and details that illuminate the main ideas.	This objective is outside the scope of a math program.
3. Write a book report that reflects on the main idea, characters, events, setting, and plot.	This objective is outside the scope of a math program.
4. Accurately record reflections, questions, speculations, decisions, and conclusions structured around a controlling idea (e.g., What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?) (s) (m)	Representative examples: Grade 6: Topic:1: 2K, 4B, 7, 8B, 14B, 18B, 20 Topic 3: 62B, 64B, 66B, 74B Topic 4: 96B, 98B, 102B, 106B Topic 8: 188B, 190B, 192B Topic 10: 222B, 230B, 234B Topic 12: 302B, 306B, 308B Topic 14: 344B, 348B, 354B Topic 15: 372B, 376B, 378B Topic 17: 426B, 430B, 442B Topic 19: 474C, 488B, 502B

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Functional	
5. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables) that address the audience, stated purpose, and context. (s) (m)	Representative examples: Grade 6: Topic 1: 2F, 6, 9, 12, 16, 20, 23, 25 Topic 2: 33, 35, 38, 41, 44, 47, 49 Topic 4: 94F, 97, 100, 108 Topic 8: 187, 189, 191, 193 Topic 10: 223, 228, 232, 236, 244 Topic 13: 323, 327, 332, 336 Topic 14: 346, 349, 356, 360 Topic 16: 402, 406, 409, 410, 416 Topic 17: 432, 433, 4435, 440, 443, 446 Topic 20: 519, 522, 526, 532, 535
Persuasive	
6. Write persuasive text that states a clear position in support of a proposition and includes relevant evidence.	This objective is outside the scope of a math program.
Early Advanced	
Narrative	
1. Write a narrative that includes an engaging plot, developed characters and setting, figurative language, and dialogue as appropriate.	This objective is outside the scope of a math program.
Expository	
2. Write a process essay that includes a thesis statement, supporting details, as well as proper introductory, body, and concluding paragraphs.	This objective is outside the scope of a math program.
3. Write a response to literature that demonstrates an understanding of the literary work through references to the text and prior knowledge.	This objective is outside the scope of a math program.
4. Write scientific documents that include:	This objective includes linguistic skills and knowledge in the following content areas: science
<ul style="list-style-type: none"> • simple, understandable language, 	This objective includes linguistic skills and knowledge in the following content areas: science
<ul style="list-style-type: none"> • words that are defined, 	This objective includes linguistic skills and knowledge in the following content areas: science
<ul style="list-style-type: none"> • procedures that are broken into enough steps, and 	This objective includes linguistic skills and knowledge in the following content areas: science
<ul style="list-style-type: none"> • transitional words that help readers follow the sequence, organization, and detail suitable to reader's purpose. (s) 	This objective includes linguistic skills and knowledge in the following content areas: science

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5. Compare and contrast symbols or procedures student used in native country to read and solve equations or problems with those used in the US (e.g., use of a comma rather than a decimal point). (m)	Grade 6: Can be developed from lesson on Decimal place value: Topic 1: 14B-17B
Functional	
6. Write a business letter that presents information purposefully and follows a conventional format (e.g., block, modified block, e-mail).	This objective is outside the scope of a math program.
Persuasive	
7. Write persuasive text that establishes a controlling idea, supports arguments with detailed evidence, and excludes irrelevant information.	This objective is outside the scope of a math program.
Advanced	
Narrative	
1. Write in a variety of expressive forms (poetry, skit) true to form that include, as appropriate, figurative language, rhythm, dialogue, characterization, and plot.	This objective is outside the scope of a math program.
Expository	
2. Write a summary based on information gathered that includes a topic sentence, supporting details, and relevant information.	This objective is outside the scope of a math program.
3. Write a response to literature that organizes the interpretation around several clear ideas and supports the interpretation with textual evidence.	This objective is outside the scope of a math program.
4. Write scientific documents that include	This objective includes linguistic skills and knowledge in the following content areas: science
<ul style="list-style-type: none"> • step-by-step instructions; 	This objective includes linguistic skills and knowledge in the following content areas: science
<ul style="list-style-type: none"> • accurate information; 	This objective includes linguistic skills and knowledge in the following content areas: science
<ul style="list-style-type: none"> • specific wording; 	This objective includes linguistic skills and knowledge in the following content areas: science
<ul style="list-style-type: none"> • formatting techniques, such as heading and sub headings to make it easier for the reader to follow; and 	This objective includes linguistic skills and knowledge in the following content areas: science
<ul style="list-style-type: none"> • relevant information and excludes unnecessary information. (s) 	This objective includes linguistic skills and knowledge in the following content areas: science
5. Create or restate in words or sentences the relation between the symbols in an equation and the symbols being modeled. (m)	Grade 6: Topic 2: 30A, 30C, 32B, 34B, 34, 35, 35B Topic 3: 81B Topic 4: 94C, 96B-97B, 98B-99, 101B, 106B-107, 109B, 111, 113B Topic 15: 370C, 372B, 373, 375B Interactive Lesson Support for English Language Learners: 7, 9, 11, 96, 98

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Functional	
6. Write a formal letter that presents information purposefully and succinctly and follows a conventional business letter format, including proper addressing of an envelope.	This objective is outside the scope of a math program.
Persuasive	
7. Write persuasive text that establishes a controlling idea, supports arguments with detailed evidence, excludes irrelevant information, includes persuasive techniques, and attributes sources of information as needed.	This objective is outside the scope of a math program.
Standard English Conventions	
Standard:	
The student will identify and apply conventions of standard English in his or her communications.	
Beginning	
1. Identify and use correct capitalization, including proper nouns (names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.	This objective is outside the scope of a math program.
2. Identify and use, with some errors, punctuation, including	
• sentence endings;	This objective is outside the scope of a math program.
• commas to punctuate items in a series, greetings and closings of letters, dates, and introductory words;	This objective is outside the scope of a math program.
• quotation marks for dialogue and titles;	This objective is outside the scope of a math program.
• colons to punctuate time; and	This objective is outside the scope of a math program.
• apostrophes to punctuate contractions and singular possessives.	This objective is outside the scope of a math program.
3. Identify and use correct spelling, including high frequency words; word families; simple CVC, CCVC, and CVCC words; r-controlled words, diphthong and vowel digraphs; irregular plurals; affixes, and homonyms.	This objective is outside the scope of a math program.
4. Identify and use, with some errors, verb tenses, including present and present progressive, past and past progressive, future, imperatives, and modal auxiliaries.	This objective is outside the scope of a math program.
5. Identify and use, with some errors, nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences.	This objective is outside the scope of a math program.
6. Identify and use, with few errors, basic subject-verb agreement in simple sentences and, with several errors, in compound sentences.	This objective is outside the scope of a math program.

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Early Intermediate	
1. Identify and use correct capitalization, including proper nouns (names, dates, holidays, languages, historical events, organizations), titles (including literary titles), abbreviations, and words used as names (e.g., Grandpa).	This objective is outside the scope of a math program.
2. Identify and use, with few errors, punctuation, including	
• sentence endings;	This objective is outside the scope of a math program.
• commas to punctuate items in a series, greetings and closings of letters, dates, and introductory words;	This objective is outside the scope of a math program.
• quotation marks for dialogue and titles;	This objective is outside the scope of a math program.
• colons to punctuate time and business letters; and	This objective is outside the scope of a math program.
• apostrophes to punctuate contractions and singular possessives.	This objective is outside the scope of a math program.
3. Identify and use correct spelling, including high frequency words; silent e, i before e, words ending in -y, and doubling final consonant.	This objective is outside the scope of a math program.
4. Identify and use, with some errors, verb tenses, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	This objective is outside the scope of a math program.
5. Identify and use, with few errors, nouns, verbs, personal pronouns (subjective, objective, and possessive), and adjectives (comparative and superlative forms) in simple sentences.	This objective is outside the scope of a math program.
6. Identify and use, with few errors, basic subject-verb agreement in simple sentences and, with some errors, in compound sentences.	This objective is outside the scope of a math program.
Intermediate	
1. Identify and use correct capitalization, including proper nouns (product names, academic courses, place, and regional names), titles, and proper adjectives (German Shepherd).	This objective is outside the scope of a math program.
2. Identify and use, with some errors, punctuation, including	
• commas to punctuate items in a series, greetings and closings of letters, dates, introductory words, direct address, interrupters, and compound sentences;	This objective is outside the scope of a math program.
• quotation marks for dialogue, titles, and exact words from sources;	This objective is outside the scope of a math program.
• colons to punctuate time and business letters; and	This objective is outside the scope of a math program.
• apostrophes to punctuate contractions and singular possessives.	This objective is outside the scope of a math program.
3. Use common spelling pattern and generalizations to spell words correctly.	This objective is outside the scope of a math program.

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4. Identify and use, with few errors, verb tenses, including irregular past, present perfect, present perfect progressive, present real conditional, and habitual past.	This objective is outside the scope of a math program.
5. Identify and use, with some errors, nouns, verbs, personal pronouns, adjectives, conjunctions, and adverbs in simple sentences.	This objective is outside the scope of a math program.
6. Identify and use, with few errors, subject-verb agreement in simple and compound sentences.	This objective is outside the scope of a math program.
7. Use paragraph breaks correctly to indicate an organizational structure some of the time.	This objective is outside the scope of a math program.
Early Advanced	
1. Identify and use correct capitalization.	This objective is outside the scope of a math program.
2. Identify and use, with some errors, punctuation, including	
<ul style="list-style-type: none"> • commas to punctuate items in a series, greetings and closings of letters, dates, introductory words and clauses, direct address, interrupters, compound sentences, appositives, and dialogue; 	This objective is outside the scope of a math program.
<ul style="list-style-type: none"> • quotation marks for dialogue, titles, and exact words from sources; 	This objective is outside the scope of a math program.
<ul style="list-style-type: none"> • colons to punctuate time and business letters; 	This objective is outside the scope of a math program.
<ul style="list-style-type: none"> • apostrophes to punctuate contractions and singular and plural possessives; and 	This objective is outside the scope of a math program.
<ul style="list-style-type: none"> • italics and underlining to indicate titles. 	This objective is outside the scope of a math program.
3. Spell correctly.	This objective is outside the scope of a math program.
4. Identify and use, with some errors, verb tenses, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three part phrasal verbs.	This objective is outside the scope of a math program.
5. Identify and use, with some errors, nouns, action and linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences.	This objective is outside the scope of a math program.
6. Use subject-verb agreement in compound sentences and employ, with few errors, proper word order in sentences.	This objective is outside the scope of a math program.
7. Use paragraph breaks correctly to indicate an organizational structure some of the time.	This objective is outside the scope of a math program.
Advanced	
1. Identify and use correct capitalization.	This objective is outside the scope of a math program.
2. Identify and use, with few errors, punctuation, including	
<ul style="list-style-type: none"> • commas to punctuate items in a series, greetings and closings of letters, dates, introductory words and clauses, direct 	This objective is outside the scope of a math program.

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address, interrupters, compound sentences, appositives, and dialogue;	
• quotation marks for dialogue, titles, and exact words from sources;	This objective is outside the scope of a math program.
• colons to punctuate time and business letters;	This objective is outside the scope of a math program.
• semi-colons to punctuate compound and compound-complex sentences;	This objective is outside the scope of a math program.
• apostrophes to punctuate contractions and singular and plural possessives; and	This objective is outside the scope of a math program.
• italics and underlining to indicate titles.	This objective is outside the scope of a math program.
3. Spell correctly.	This objective is outside the scope of a math program.
4. Identify and use, with few errors, verb tenses, including past perfect, future perfect, future perfect progressive, present unreal conditional, and three part phrasal verbs.	This objective is outside the scope of a math program.
5. Identify and use, with few errors, nouns, action and linking verbs, personal pronouns, adjectives, conjunctions, adverbs, prepositions, and interjections in simple sentences.	This objective is outside the scope of a math program.
6. Use subject-verb agreement in compound and complex sentences and employ, with few errors, proper word order.	This objective is outside the scope of a math program.
7. Use paragraph breaks correctly to indicate an organizational structure.	This objective is outside the scope of a math program.
Writing Process	
Standard:	
Students use the steps of the writing process as a writing piece moves toward completion.	
Beginning	
1. Generate ideas and maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas.	This objective is outside the scope of a math program.
2. Determine the purpose (e.g., to entertain, to inform, to communicate), and the intended audience of a writing piece.	This objective is outside the scope of a math program.
3. Use a prewriting plan to develop a draft with main ideas, including a few organizational strategies (e.g., graphic organizer) to plan writing.	This objective is outside the scope of a math program.
4. Know and understand time-management strategies to produce a writing product within a set time period.	This objective is outside the scope of a math program.
5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	This objective is outside the scope of a math program.
6. Sometimes prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	This objective is outside the scope of a math program.

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Early Intermediate	
1. Generate and organize ideas for writing and maintain a record.	This objective is outside the scope of a math program.
2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect the purpose and audience.	This objective is outside the scope of a math program.
3. Use a prewriting plan to develop a draft with main ideas, including some organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	This objective is outside the scope of a math program.
4. Use time-management strategies, when appropriate, to produce a writing product within a set time period	This objective is outside the scope of a math program.
5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	This objective is outside the scope of a math program.
6. Often prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	This objective is outside the scope of a math program.
Intermediate	
1. Generate and organize ideas for writing and maintain a record.	This objective is outside the scope of a math program.
2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect closely the purpose and audience.	This objective is outside the scope of a math program.
3. Use a prewriting plan to develop a draft with main ideas, including many organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.	This objective is outside the scope of a math program.
4. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	This objective is outside the scope of a math program.
5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	This objective is outside the scope of a math program.
6. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	This objective is outside the scope of a math program.
Early Advanced	
1. Generate and organize ideas for writing and maintain a record.	This objective is outside the scope of a math program.
2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect closely the purpose and audience.	This objective is outside the scope of a math program.
3. Use a wide variety of organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	This objective is outside the scope of a math program.
4. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	This objective is outside the scope of a math program.
5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	This objective is outside the scope of a math program.

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6. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	This objective is outside the scope of a math program.
7. Sometimes delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	This objective is outside the scope of a math program.
Advanced	
1. Generate and organize ideas for writing and maintain a record.	This objective is outside the scope of a math program.
2. Determine the purpose and the intended audience of a writing piece, and organize writing to reflect closely the purpose and audience.	This objective is outside the scope of a math program.
3. Use a wide variety of organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.	This objective is outside the scope of a math program.
4. Use time-management strategies, when appropriate, to produce a writing product within a set time period.	This objective is outside the scope of a math program.
5. Apply appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify the meaning of the draft.	This objective is outside the scope of a math program.
6. Consistently prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	This objective is outside the scope of a math program.
7. Often delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.	This objective is outside the scope of a math program.
Writing Elements	
Standard:	
The student will integrate elements of effective writing to develop engaging and focused text.	
Beginning	
1. Use the writing process to produce text in various genres (defined in the previous section) that includes (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
a. topics and ideas that are broad and simplistic,	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
b. marginally recognizable organization that show a sense of beginning,	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
c. a voice that shows some awareness of audience through word choice and style,	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
d. word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say, and	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
e. little variation in sentence types and a significant number of awkward or rambling constructions.	This objective includes linguistic skills and knowledge in the following content areas: science and social studies

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Early Intermediate	
1. Use the writing process to produce a single paragraph in various genres (defined in the previous section) that includes (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
a. identifiable main ideas although not defined meaningfully;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
b. recognizable organization with beginning and concluding statements and words that signal sequence, although ideas not always sequenced meaningfully;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
c. a voice that shows some awareness of audience through word choice and style and is somewhat expressive and individualistic;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
d. word choices and descriptive phrases that are accurate, yet lack variety; and	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
e. satisfactory control over simple sentence structures.	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Intermediate	
2. Use the writing process to produce up to three paragraphs in various genres (defined in the previous section) that include (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
a. identifiable main ideas that are clear and related to the topic, use sufficient relevant detail suited to audience and purpose to support those ideas;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
b. an organization that develops a strong beginning or introduction that engages the reader with some relationship among ideas present, and uses transitional or signal words and appropriately placed details;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
c. a voice that shows a developing awareness of audience and conveys a sense of originality and sincerity;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
d. varied word choices that are specific, accurate, and powerful in a manner that effectively conveys the intended message; and	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
e. good control over simple and compound sentence structures with a variety of sentence beginnings and lengths that enhance the flow of the writing, with occasional attempts at more complex structures.	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Early Advanced	
1. Use the writing process to produce to four paragraphs in various genres (defined in the previous section) that include (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies

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a. main ideas that are clear, contain relevant supporting details that develop a sufficient explanation or exploration of the topic, and are well-suited to audience and purpose;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
b. an organization that creates a beginning that captures the reader’s interest and an ending that provides a sense of resolution, places details appropriately, and creates smooth transitions between ideas;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
c. a voice that conveys originality, sincerity, and liveliness as well an awareness of audience and purpose, and an appropriate connection with, or distance from, the audience;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
d. accurate and specific word choices and phrases appropriate to topic, audience, and style of writing, with some experimental use of figurative language that energizes the writing; and	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
e. variety in sentence beginnings, lengths, and structures to enhance the flow of the writing with sound control of simple and compound sentence structures and some control over complex sentences.	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Advanced	
1. Use the writing process to produce up to four paragraphs in various genres (defined in the previous section) that include (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
a. main ideas that are clear, contain relevant supporting details that develop a sufficient explanation or exploration of the topic, show original perspective, and are well-suited to audience and purpose;	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
b. an organization that enhances the central ideas with a logical organizing principle, constructs paragraphs that group sentences around a topic, places details appropriately, and creates smooth and effective transitions between all elements of the writing (sentences, paragraphs, ideas);	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
c. an individual, engaging voice that uses language appropriate to audience, purpose, and topic (e.g., formal, informal, academic discourse);	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
d. original, varied, and natural word choices and phrases that convey the intended meaning and support the style and type of writing as well as use figurative language where effective and appropriate to purpose; and	This objective includes linguistic skills and knowledge in the following content areas: science and social studies

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e. variety in sentence length, structure, and complexity, including simple, compound, and complex sentences that flow together and sound natural when read aloud.	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Research	
Standard:	
The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.	
Beginning	
1. Locate information from various resources (e.g., video tapes, magazines, experts, informational books, reference materials, interviews, guest speakers, Internet). (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Record observations and other data; reword information into simple sentences arranged sequentially. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
3. List resources used by title. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Early Intermediate	
1. Locate and record relevant information (e.g., notes, graphs, tables) from a variety of research materials, using own sentences arranged logically. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Record questions for further inquiry based on the conclusions of a scientific investigation. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
3. List resources used by author and title. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
Intermediate	
1. Collect information and logically organize notes on a given topic from a variety of appropriate sources (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper), using independent learning strategies (e.g., graphic organizers). (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Record new questions and predictions based upon the data collected in a scientific investigation. (s)	This objective includes linguistic skills and knowledge in the following content areas: science
3. List resources using a consistent format. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
4. Paraphrase information from at least one source (e.g., Internet, reference materials). (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
5. Produce group interactive reports, including:	
• understanding the purpose of the project,	This objective is outside the scope of a math program.
• selecting a recorder, and	This objective is outside the scope of a math program.

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<ul style="list-style-type: none"> • assigning other roles. 	This objective is outside the scope of a math program.
Early Advanced	
1. Research information on academic topics using a broad range of reference materials (e.g., informational trade books, multimedia sources) and record relevant information from multiple sources in own words using independent learning strategies (e.g., graphic organizers). (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Record reflections and questions around a controlling idea researched (e.g., What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?). (s) (m)	Representative examples: Grade 6: Topic 1: 4B, 7, 8B, 14B, 18B, 20 Topic 3: 62B, 64B, 66B, 74B Topic 4: 96B, 98B, 102B, 106B Topic 8: 188B, 190B, 192B Topic 10: 222B, 230B, 234B Topic 12: 302B, 306B, 308B Topic 14: 344B, 348B, 354B Topic 15: 372B, 376B, 378B Topic 17: 426B, 430B, 442B Topic 19: 474C, 488B, 502B
3. List resources using a consistent format and quote information, supplying citations. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
4. Paraphrase information from a variety of sources using independent learning strategies (e.g., graphic organizers). (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
5. Produce group interactive reports, including:	
<ul style="list-style-type: none"> • understanding the purpose of the project, 	This objective includes linguistic skills and knowledge in the following content areas: science
<ul style="list-style-type: none"> • selecting a recorder, 	This objective includes linguistic skills and knowledge in the following content areas: science
<ul style="list-style-type: none"> • assigning other roles, and 	This objective includes linguistic skills and knowledge in the following content areas: science
<ul style="list-style-type: none"> • coming to consensus. (s) 	This objective includes linguistic skills and knowledge in the following content areas: science
Advanced	
1. Locate specific information by using various organizational and graphic features of text (e.g., table of contents, headings, captions, italics, glossaries, indices, key and/or guide words, topic sentences and notes, footnotes, bibliographic references, maps, diagrams, tables), and organize the notes in meaningful sequence. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
2. Accurately record reflections, questions, hypotheticals, decisions, and conclusions structured around a controlling idea (e.g., What insights did I gain after reading today's reading? How can I use what I have learned in my everyday life?) (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies

(s)–science; (m)–math; (ss)–social studies

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3. Quote or paraphrase information sources, supplying citations. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
4. Paraphrase and integrate information from a variety of sources, distinguishing between relevant and/or extraneous information. (s) (ss)	This objective includes linguistic skills and knowledge in the following content areas: science and social studies
5. Produce group interactive reports, including:	
•reviewing the purpose of the product,	This objective includes linguistic skills and knowledge in the following content areas: science
•assigning roles,	This objective includes linguistic skills and knowledge in the following content areas: science
•locating essential information,	This objective includes linguistic skills and knowledge in the following content areas: science
•coherently summarizing information, and	This objective includes linguistic skills and knowledge in the following content areas: science
•setting and meeting deadlines. (s)	This objective includes linguistic skills and knowledge in the following content areas: science