

**Tennessee Standards for English Language Learners (ELL)**

**Publisher:** Heinle, Cengage Learning

**Title:** Visions Introductory

<b>Standard Number</b>	<b>Standard</b>	<b>Citations</b>
<b>Listening Accomplishments Grades 3-12</b>		
<b>L.1</b>	<b>Comprehend spoken instructions</b>	
L.1.1	Follow one-step directions.	<b>Student Edition (SE):</b> 49 <b>Teacher’s Edition (TE):</b> 49, 138, 221, 329
L.1.2	Follow two-step directions.	<b>SE:</b> 24, 49 <b>TE:</b> 3, 24, 25, 49, 137, 221
L.1.3	Follow multiple-step directions.	<b>SE:</b> 25, 358-359 <b>TE:</b> 127, 157, 256, 291, 329
<b>L.2</b>	<b>Determine main idea/purpose.</b>	
L.2.1	Identify main idea/theme/plot/purpose/character of a passage.	<b>SE:</b> 130, 131, 138, 139, 140, 163, 166 <b>TE:</b> 130, 131, 133, 138, 163
<b>L.3</b>	<b>Identify important supporting details.</b>	
L.3.1	Identify important supporting ideas, themes, and conflicts (related to plot, character, setting, and topic).	<b>SE:</b> 130, 134, 138, 139, 140, 240, 307 <b>TE:</b> 130, 131, 134, 138, 240, 307
<b>L.4</b>	<b>Determine speaker’s attitude/perspective.</b>	
L.4.1	Distinguish between fact and opinion.	<b>SE:</b> 232, 233, 283 <b>TE:</b> 232, 233, 283
L.4.2	Identify author’s opinion, perspective, point of view, purpose, motivation, stance, or position.	<b>SE:</b> 234, 268, 312, 313, 314, 315 <b>TE:</b> 131
<b>L.5</b>	<b>Understand key vocabulary/phrases.</b>	
L.5.1	Understand a few words or phrases with basic English grammatical forms.	<b>SE:</b> 88, 122, 156, 190, 224, 258, 294 <b>TE:</b> 88, 122, 156, 190, 224, 258, 294
L.5.2	Understand figurative language and idiomatic expressions	<b>SE:</b> 159, 161, 200 <b>TE:</b> 200, 221, 313
L.5.3	Identify meaning of key word or phrase in passage that provides context.	<b>TE:</b> 112, 119, 120, 129, 137, 153, 223
<b>L.6</b>	<b>Draw inferences, predictions, conclusions.</b>	
L.6.1	Draw inferences, conclusions, predictions, generalizations (related to plot, character, setting, topic).	<b>SE:</b> 119, 198, 199, 206, 300, 302, 303 <b>TE:</b> 198, 199, 201, 207, 300, 302, 340

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<b>Reading Accomplishments Grades 3-12</b>		
<b>R.1</b>	<b>Demonstrate pre-/early reading skills.</b>	
R.1.1	Identify high-frequency regular words, high-frequency irregular words, such as <i>said, was, where</i> and <i>is</i> ; compound words, and contractions.	<b>SE:</b> 67, 76, 81, 122, 167, 189, 192 <b>TE:</b> 76, 99, 148, 167, 192, 195, 317 <b>Teacher’s Resource Book (TRB):</b> Frequently Used Sight Words 1-5 <b>Remediation Tool (RT):</b> Unit 2 Chapter 1 Item 6
R.1.2	Identify relationship between words in word families.	<b>SE:</b> 36, 37, 231 <b>TE:</b> 12, 14, 55, 24, 158, 159, 231 <b>RT:</b> Unit 5 Test Item 23
R.1.3	Comprehend simple phrases, sentences, paragraphs, and passages.	<b>SE:</b> Throughout Text
R.1.4	Use contextual clues to identify meaning of language (relationships between words, syntax, morphology, context, cognates).	<b>TE:</b> 112, 119, 120, 129, 137, 153, 223 Assessment Program (AP): 77 <b>RT:</b> Unit 3 Chapter 3 Quiz Item 1
<b>R.2</b>	<b>Comprehend key vocabulary phrases.</b>	
R.2.1	Use one or more of the following strategies to determine meaning of key vocabulary: contextual clues and illustrations, background or prior knowledge, morphology, syntax, phonics, knowledge of word relationships; knowledge of synonyms, antonyms, homophones, homographs, cognates, and false cognates.	<b>SE:</b> 102, 121, 128, 163, 171, 201, 334 <b>TE:</b> 47, 103, 163, 197, 201, 275, 296 <b>TRB:</b> Web <b>Assessment Program (AP):</b> 47, 56, 74, 83, 97, 105, 106 <b>RT:</b> Unit 2 Chapter 1 Item 4, 5; Unit 3 Chapter 2 Quiz Items 1, 2, 3, 5, 7
R.2.2	Identify meaning of key word or phrase in a passage that provides context.	<b>TE:</b> 112, 119, 120, 129, 137, 153, 223 <b>AP:</b> 77
R.2.3	Know that words can have multiple meanings, both denotative and connotative.	<b>SE:</b> 197, 223, 264, 349 <b>TE:</b> 137, 188, 197, 205, 223, 257, 303 <b>TRB:</b> Web <b>AP:</b> 89 <b>RT:</b> Unit 3 Chapter 3 Quiz Item 1

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<b>Standard Number</b>	<b>Standard</b>	<b>Citations</b>
<b>R.3</b>	<b>Comprehend written instructions.</b>	
R.3.1	Follow one-step directions.	<b>SE:</b> 8, 9, 12, 15, 19, 26, 45 <b>TRB:</b> Narrative
R.3.2	Follow two-step directions.	<b>SE:</b> 8, 50, 57, 71, 153, 187, 222 <b>TRB:</b> How-To (Step-by-Step) Instructions, Interview, Numerals 1-10, Numerals 11-20, Sense Chart, Sunshine Organizer
R.3.3	Follow multiple-step directions.	<b>SE:</b> 40, 92, 100, 114, 126, 194, 228 <b>TRB:</b> Bingo, Business Letter, Cluster Map, KWL Chart, Letter Tiles, Note –Taking, Outline
R.3.4	Use knowledge of sentence structure.	<b>SE:</b> 88, 157, 225 <b>TE:</b> 153, 225
<b>R.4</b>	<b>Determine main idea/purpose.</b>	
R.4.1	Identify main idea/theme/problem/plot of a passage.	<b>SE:</b> 130, 138, 163, 166, 243, 307, 350 <b>TE:</b> 130, 133, 138, 167, 175, 243, 277 <b>TRB:</b> Two-Column Chart, Three Column Chart, Web <b>AP:</b> 61, 63, 65, 66, 74, 81, 103 <b>RT:</b> Unit 2 Chapter 2 Quiz Item 19; Unit 2 Chapter 2 Short Answer Item 1; Unit 2 Test Items 2, 7; Unit 3 Chapter 2 Quiz Item 11; End of Book Exam Items 5, 14
R.4.2	Identify the main purpose of a passage.	<b>SE:</b> 234, 238, 312, 314, 315 <b>TE:</b> 131 <b>AP:</b> 146, 149, 172 <b>RT:</b> Unit 5 Completion Item 2; Unit 7 Chapter 3 Item 16, 17, 18, 19, 20; End of Book Exam Item 7
R.4.3	Identify main character(s) (including difference between first-and third-person use) and setting of a story.	<b>SE:</b> 197, 306 <b>TE:</b> 167, 307 <b>TRB:</b> Three-Column Chart
R.4.4	Use knowledge of sentence structure to comprehend text.	<b>SE:</b> 88, 157, 225 <b>TE:</b> 225

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<b>R.5</b>	<b>Identify important supporting details.</b>	
R.5.1	Identify important supporting ideas, themes, and conflicts (related to plot, characters, setting, topic).	<b>SE:</b> 130, 131, 138, 139, 240, 243 <b>TE:</b> 130, 131, 141, 240, 241 <b>TRB:</b> Cluster Map, Two-Column Chart, Three Column Chart, Web <b>AP:</b> 59, 117 <b>RT:</b> Unit 2 Chapter 2 Quiz Items 16, 17, 18, 20; Unit 2 Chapter 2 Short Answer Items 2, 3, 4
R.5.2	Locate information using various graphic sources (diagrams, charts, tables, simple illustrations).	<b>SE:</b> 66, 103, 205, 208, 316, 349, 354 <b>TE:</b> 66, 97, 208 <b>TRB:</b> Sense Chart, Sunshine Organizer, Three-Column Chart, Two-Column Chart, Venn Diagram, Web <b>AP:</b> 93, 96, 116, 161, 170, 173 <b>RT:</b> Unit 2 Chapter 3 Item 11; Unit 4 Chapter 3 Items 14, 15; Unit 4 Test Item 11; Unit 5 Chapter 3 Quiz Items, 11, 13
R.5.3	Use knowledge of sentence structure to comprehend text.	<b>SE:</b> 88, 157, 225 <b>TE:</b> 225
<b>R.6</b>	<b>Draw inferences, predictions, conclusions.</b>	
R.6.1	Draw inferences, conclusions, predictions, generalizations (related to plot, character, setting, topic).	<b>SE:</b> 198, 199, 206, 300, 302, 303, 304 <b>TE:</b> 198, 201, 207, 280, 302, 305, 340 <b>TRB:</b> Three-Column Chart <b>AP:</b> 90, 96, 143 <b>RT:</b> Unit 4 Chapter 2 Item 20
R.6.2	Understand relationships between parts of a text (e.g., cause and effect, compare and contrast, chronological ordering).	<b>SE:</b> 98, 166, 213, 274, 2775, 305, 354 <b>TE:</b> 98, 132, 213, 239, 274, 278, 281 <b>TRB:</b> Two-Column Chart <b>RT:</b> Unit 6 Chapter 3 Quiz Item 13, 14, 15, 16, 17, 19; Unit 6 Completion Item 1
R.6.3	Use knowledge of sentence structure to comprehend text.	<b>SE:</b> 88, 157, 225 <b>TE:</b> 225

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<b>R.7</b>	<b>Determine writer’s attitude/perspective.</b>	
R.7.1	Distinguish between fact and opinion.	<b>SE:</b> 232, 233 <b>TE:</b> 232, 233 <b>TRB:</b> Two-Column Chart <b>AP:</b> 63, 113, 114, 119, 172, 177 <b>RT:</b> Unit 5 Chapter 2 Item 16, 17, 18, 19, 20; Unit 5 Short Answer Items 1, 2
R.7.2	Identify author’s opinion, perspective, point of view, purpose, motivation, stance, or position.	<b>SE:</b> 234, 238, 312, 314, 315 <b>TE:</b> 131 <b>AP:</b> 146, 149, 172 <b>RT:</b> Unit 5 Completion Item 2; Unit 7 Chapter 3 Item 16, 17, 18, 19, 20; End of Book Exam Item 7
R.7.3	Analyze character (including traits, roles, motivations, conflicts, points of view, relationships, and changes).	<b>SE:</b> 78, 163, 166, 306, 320 <b>TE:</b> 163, 167, 301, 306, 307 <b>TRB:</b> Three-Column Chart <b>AP:</b> 74, 81, 143, 150, 173 <b>RT:</b> Unit 3 Chapter 2 Quiz Item 12; Unit 3 Test Item 11; Unit 7 Chapter 2 Items 12, 13, 14, 15
R.7.4	Use knowledge of sentence structure to comprehend text.	<b>SE:</b> 88, 157, 225 <b>TE:</b> 225
<b>R.8</b>	<b>Analyze style/form.</b>	
R.8.1	Identify analogies, metaphors, symbols, patterns in text such as rhyming and repetition, and other rhetorical devices.	<b>SE:</b> 12, 129, 132, 268 <b>TE:</b> 12, 129, 132, 268 <b>AP:</b> 59, 60, 67, 128, 135 <b>RT:</b> Unit 2 Chapter 2 Item 11, 12, 14; Unit 2 Test Item 13; Unit 6 Chapter 2 Item 14, 15; End of Book Exam Item 26
R.8.2	Use knowledge of sentence structure to comprehend text.	<b>SE:</b> 88, 157, 225 <b>TE:</b> 225
<b>Writing Accomplishments Grades 3-12</b>		
<b>W.1</b>	<b>Planning and Organizing</b>	

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W.1.1	Use graphic organizers or outlines to plan appropriate report titles.	<b>SE:</b> 356-357 <b>TE:</b> 356-357 <b>TRB:</b> Outline: Expository Compositions, Narratives, and Information Reports
W.1.2	Use graphic organizers or outlines as a basis to determine appropriateness of including new ideas.	<b>SE:</b> 91, 98, 144, 146, 160, 176, 180 <b>TE:</b> 91, 98, 144, 146, 160, 176, 180 <b>TRB:</b> Cluster Map, Narrative-Brainstorming, Note-Taking, Sunshine Organizer, Three-Column Chart, Two-Column Chart, Venn Diagram, Web
W.1.3	Based on graphic organizers or outlines, choose appropriate topic sentences for paragraphs, given their topic and placement in the graphic organizer.	<b>SE:</b> 125, 142, 146, 176, 202, 214, 236 <b>TE:</b> 125, 142, 146, 176, 202, 214, 236 <b>TRB:</b> Narrative Draft, Outline: Expository Compositions, Narratives, and Information Reports, Paragraph, Two-Column Chart
W.1.4	Based on graphic organizers or outlines, organize new information by deciding on appropriate sections for it.	<b>SE:</b> 168, 176, 284, 308, 318, 346, 356 <b>TE:</b> 168, 176, 284, 308, 318, 346, 356 <b>TRB:</b> How-to (Step-by-Step)Instructions, Narrative Brainstorming, Narrative Draft, Outline: Expository Compositions, Narratives, and Information Reports, Paragraph, Story Board, Story Map, Three Paragraph Composition
<b>W.2</b>	<b>Writing a draft text</b>	
W.2.1	Write in a variety of forms, including persuasive forms, such as logical argument and expression of opinion; personal forms such as autobiographical narrative; literary forms such as stories; and descriptive forms, such as reports and expositions.	<b>SE:</b> 134, 145, 159, 176, 193, 202, 227 <b>TE:</b> 134, 145, 159, 176, 193, 202, 227 <b>TRB:</b> Narrative Brainstorming, Narrative Draft, Paragraph, Three-Paragraph Composition <b>AP:</b> (Writing Prompt): 64, 70, 76, 129, 138, 147, 168 <b>RT:</b> Unit 2 Chapter 2 Essay; Unit 2 Test Essay; Unit 3 Chapter 2 Essay; Unit 6 Chapter 2 Essay; Unit 6 Test Essay; Unit 7 Chapter 3 Essay; Unit 8 Test Essay

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W.2.2	Select and use voice and style appropriate to audience and purpose.	<b>SE:</b> 160 <b>TE:</b> 346 <b>TRB:</b> Narrative Brainstorming, Narrative Draft, Paragraph, Three-Paragraph Composition <b>AP:</b> (Writing Prompt): 61, 79, 85, 100, 114, 129, 153 <b>RT:</b> Unit 2 Chapter 2 Essay; Unit 3 Chapter 3 Essay; Unit 3 Test Essay; Unit 4 Test Essay; Unit 5 Chapter 2 Essay; Unit 6 Chapter 2 Essay; Unit 7 Test Essay
W.2.3	Construct correct sentences, including a variety of sentence types and styles.	<b>SE:</b> 39, 59, 79, 91, 134, 159, 169 <b>TE:</b> 39, 59, 79, 91, 134, 159, 169 <b>TRB:</b> Sentence Builders Units A-D, Narrative Brainstorming, Narrative Draft, Paragraph, Three-Paragraph Composition <b>AP:</b> (Writing Prompt): 49, 55, 64, 70, 79, 91, 108 <b>RT:</b> Unit 1 Chapter 3 Essay, Unit 1 Test Essay; Unit 2 Chapter 3 Essay; Unit 2 Test Essay; Unit 3 Chapter 3 Essay; Unit 4 Chapter 2 Essay; Mid Book Exam Essay
W.2.4	Develop a central idea and support it with relevant details.	<b>SE:</b> 125, 142, 146, 176, 244, 270, 318 <b>TE:</b> 125, 142, 146, 176, 244, 270, 318 <b>TRB:</b> Narrative Brainstorming, Narrative Draft, Three-Paragraph Composition <b>AP:</b> (Writing Prompt): 91, 100, 132, 138, 144, 153, 162 <b>RT:</b> Unit 4 Chapter 2 Essay; Unit 4 Test Essay; Unit 6 Chapter 3 Essay; Unit 6 Test Essay; Unit 7 Chapter 2 Essay; Unit 7 Test Essay; Unit 8 Chapter 3 Essay
W.2.5	Organize ideas in writing to ensure coherence, logical progression, and support for ideas.	<b>SE:</b> 168, 214, 319, 325, 356 <b>TE:</b> 168, 214, 319, 325, 356 <b>TRB:</b> Narrative Brainstorming, Narrative Draft, Paragraph, Three-Paragraph Composition <b>AP:</b> (Writing Prompt): 91, 100, 132, 138, 144, 153, 162 <b>RT:</b> Unit 4 Chapter 2 Essay; Unit 4 Test Essay; Unit 6

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		Chapter 3 Essay; Unit 6 Test Essay; Unit 7 Chapter 2 Essay; Unit 7 Test Essay; Unit 8 Chapter 3 Essay
W.2.6	Narrate a sequence of events with some detail.	<b>SE:</b> 168, 180, 202, 214, 308 <b>TE:</b> 168, 180, 202, 214, 308 <b>TRB:</b> Narrative Brainstorming, Narrative Draft, Paragraph <b>AP:</b> (Writing Prompt): 76, 91, 129, 144, 147, 153, 168 <b>RT:</b> Unit 3 Chapter 2 Essay, Unit 4 Chapter 2 Essay; Unit 6 Chapter 2 Essay; Unit 7 Chapter 2 Essay; Unit 7 Chapter 3 Essay; Unit 7 Test Essay; Unit 8 Test Essay
W.2.7	Write stories that include coherent plot development, characterization and setting.	<b>SE:</b> 168, 180, 308 <b>TE:</b> 168, 180, 308 <b>TRB:</b> Narrative Brainstorming, Narrative Draft, Paragraph
W.2.8	Write persuasive compositions that structure ideas and arguments in a logical way.	<b>SE:</b> 236, 322 <b>TE:</b> 236, 322 <b>TRB:</b> Three-Paragraph Composition <b>AP:</b> (Writing Prompt): 114, 123 <b>RT:</b> Unit 5 Chapter 2 Essay; Unit 5 Test Essay
W.2.9	Write expository compositions that include a thesis and some points of support.	<b>SE:</b> 261, 270, 280, 284, 318 <b>TE:</b> 261, 270, 280, 284, 318 <b>TRB:</b> Three-Paragraph Composition <b>AP:</b> (Writing Prompt): 79, 132, 138, 159, 162, 168, 176 <b>RT:</b> Unit 3 Chapter 3 Essay; Unit 6 Chapter 3 Essay; Unit 6 Test Essay; Unit 8 Chapter 2 Essay; End of Book Essay
W.2.10	Write descriptive compositions that include a thesis and some points of support.	<b>SE:</b> 125, 142, 168, 202, 308 <b>TE:</b> 125, 142, 168, 202, 308 <b>TRB:</b> Narrative Brainstorming, Narrative Draft, Paragraph <b>AP:</b> (Writing Prompt): 64, 70, 91, 100, 144 <b>RT:</b> Unit 2 Chapter 3 Essay; Unit 2 Test Essay; Unit 4 Chapter 2 Essay; Unit 4 Test; Unit 7 Chapter 2 Test Essay
<b>W.3</b>	<b>Revising</b>	

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W.3.1	Revise drafts to improve the coherence and logical progression of ideas by using appropriate transition words and phrases.	<b>SE:</b> 169, 181, 309 <b>TE:</b> 169, 181, 309
W.3.2	Revise drafts to improve the coherence and logical argument of a text by adding appropriate topic or concluding sentences.	<b>SE:</b> 177, 203, 215, 285, 319, 323 <b>TE:</b> 177, 203, 215, 285, 319, 323
W.3.3	Revise drafts to improve the logical argument of a text by elaborating.	<b>SE:</b> 147, 177, 203, 237, 245, 285, 309 <b>TE:</b> 147, 177, 203, 237, 245, 285, 309
W.3.4	Revise drafts for consistency including point of view, verb tense, and pronoun and other references outside of sentences.	<b>SE:</b> 169, 177, 181, 215, 309, 319, 361 <b>TE:</b> 169, 177, 181, 215, 309, 319, 361
W.3.5	Revise drafts for appropriate word choice.	<b>SE:</b> 203, 215, 271, 309 <b>TE:</b> 203, 215, 271, 309
<b>W.4 Editing</b>		
W.4.1	Correctly use parts of speech, including making them agree (e.g., regular and irregular plurals, adjectives, prepositions and prepositional phrases, pronouns, adverbs, and noun phrases).	<b>SE:</b> 135, 147, 323, 335, 361 <b>TE:</b> 135, 147, 323, 335, 361
W.4.2	Correctly use verb tenses and forms (e.g., present, past, perfect forms, conditional hypothetical, subjunctive).	<b>SE:</b> 169, 177, 181, 215, 309, 319, 361 <b>TE:</b> 169, 177, 181, 215, 309, 319, 361
W.4.3	Use other basic syntactical structures (e.g., subject-verb agreement, comparatives, interrogatives, relative clauses).	<b>SE:</b> 143, 169, 177, 181, 215, 309, 319 <b>TE:</b> 143, 169, 177, 181, 215, 309, 319
<b>Speaking Accomplishments Grades 3-12</b>		
S.1	Establish a verbal connection with an interlocutor in order to talk about something.	<b>SE:</b> 85, 119, 153, 187, 221, 255, 291 <b>TE:</b> 85, 119, 153, 187, 221, 255, 291
S.2	Provide basic information on a relevant topic in a conversation.	<b>SE:</b> 98, 106, 132, 140, 166 174, 200 <b>TE:</b> 98, 106, 132, 140, 166 174, 200

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S.3	Provide detailed information on a relevant topic in a conversation.	<b>SE:</b> 208, 234, 242, 268, 278, 306, 354 <b>TE:</b> 208, 234, 242, 268, 278, 306, 354
S.4	Argue in favor of or against a particular relevant topic.	<b>SE:</b> 166, 174, 234 <b>TE:</b> 166, 174, 234