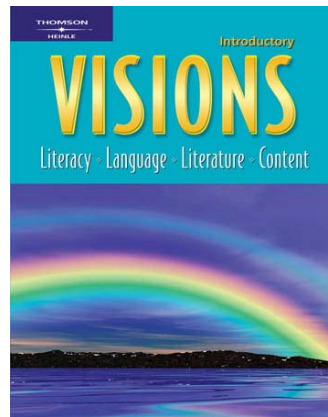


Minnesota
ENGLISH LANGUAGE ARTS STANDARDS
GRADE 9,10,11,12
Correlation to
VISIONS INTRO



THOMSON
—★—™
HEINLE

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**Minnesota ELA Standards
Correlation to Visions INTRO Grade 9-12**

ENGLISH LANGUAGE ARTS STANDARDS	Component	VISIONS INTRO
I. READING AND LITERATURE		
A. Word Recognition, Analysis and Fluency		
<u>Standard:</u> The student will read with accuracy and fluency.		
The student will:		
1. Read unfamiliar complex and multi-syllabic words using advanced phonetic analysis and structural analysis.	Student Book	Complex and multi-syllabic words 107, 260, 355
2. Read narrative and expository text with fluency, accuracy and appropriate pacing.	Student Book	Reading Fluency, 99, 107, 133, 141, 167, 175, 201, 209, 235, 243, 269, 279, 307, 317, 345, 355; Expression, 133, 167, 169, 175, 201, 267, 269, 279, 320–321, 325, 345 pacing, 141, 267, 269
3. Apply correct word pronunciation and inflection.	Student Book	Intonation and pronunciation , 133, 267, 269, 279, 320–321, 325, 345 Pronunciation, 311, 339
B. Vocabulary Expansion		
<u>Standard:</u> The student will use a variety of strategies to expand reading, listening and speaking vocabularies.		
The student will:		
1. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading and appropriately use these words in writing.	Student Book	Build vocabulary 2-3, 22-23, 26-27, 42-43, 46-47, 62-63, 66-67, 86-87, 95,103, 120-121, 129, 137, 154-155, 163, 171, 188-189, 197, 205, 222-223, 231, 239, 256-257, 265, 273, 292-293, 301, 311, 330-331, 339, 349; Further reading, 115, 149, 182, 217, 251, 287, 325, 363;
2. Determine the meaning of unfamiliar words and metaphors	Student	Dictionaries 58, 146, 163, 171, 214, 223, 296, 311,

**Minnesota ELA Standards
Correlation to Visions INTRO Grade 9-12**

ENGLISH LANGUAGE ARTS STANDARDS	Component	VISIONS INTRO
by using dictionaries, context clues and reference books	Book	339 Thesaurus, 163 Metaphors, 268
3. Identify and analyze analogies.	Student Book	
4. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary..	Student Book	Root words, 296, 339 Suffixes, 334, 376 Prefixes, 201, 296, 376
5. Understand the meaning of unknown words using derivations, such as word roots and word origins.	Student Book	
C. Comprehension		
Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension The student will:		
1. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection	Student Book	Summarize, 172, 173, 247, 358, Paraphrase, 340, 341- 343
2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials	Student Book	Prior knowledge, 94, 102, 128, 136, 162, 170, 196, 204, 230, 238, 264, 272, 300, 310, 338, 348.
3. Analyze and draw accurate conclusions about information contained in warranties, contracts, job descriptions, technical descriptions and other informational sources,selected from labels, warnings, manuals, directions, applications and forms in order to complete specific tasks.	Student Book	Reading Comprehension, 98, 106, 132, 140, 166, 174, 200, 208, 234, 242, 268, 278, 306, 316, 344, 353;

**Minnesota ELA Standards
Correlation to Visions INTRO Grade 9-12**

ENGLISH LANGUAGE ARTS STANDARDS	Component	VISIONS INTRO
4. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.	Student Book	Monitoring Reading Strategies, 96, 102, 130, 138, 164, 172, 198, 199, 206, 207, 232, 240, 266, 274, 302, 312, 340, 350; Self-Corrective methods, 91, 109, 111, 125, 143, 145, 147, 156, 159, 177, 179, 181, 193, 209, 214, 245, 282, 283
5. Summarize and paraphrase main idea and supporting details.	Student Book	Main idea and details, 38, 130, 131, 138, 139, 243, 307
6. Trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author's evidence in and persuasive text.	Student Book	Retell, 106, 131, 140, 166, 175, 200, 208, 234, 242, 268, 278, 306, 354
7. Make inferences and draw conclusions based on explicit and implied information from texts.	Student Book	Fact and opinion, 137, 138, 232–233, 283
	Activity Book	Fact and opinion, 157 , 163,
8. Evaluate clarity and accuracy of information, as well as the credibility of sources	Student Book	Author's purpose, 200, 234, 240, 268, 312, 314, 315
9. Identify, understand and explain the various types of fallacies in logic	Student Book	Outline information, 346, 356 Take notes, 246, 282, 346 Summaries, 172, 173, 280, 285, 322–323
10. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form	Student Book	Charts, 108, 216, 314–316, 324 Diagrams, 105, 208, 273 Glossary, 171 Graphics, 137, 138, 140, 208, 239, 314–316 Heading, 108, 242

**Minnesota ELA Standards
Correlation to Visions INTRO Grade 9-12**

ENGLISH LANGUAGE ARTS STANDARDS	Component	VISIONS INTRO
		Illustrations, 115 Indexes, 171, 174 Table of contents, 141 Key words, 95, 278 Maps, 238, 241, 242
11. Utilize texts' organizational structures (narrative, expository, chronological, compare and contrast) and generate graphic organizers to organize, recall and summarize content.	Student Book	Narrative readings, 130-131, 164-165, 198-199, 266, 302, 339, Expository readings, 96-97, 138-139, 104-105, 172-173, 206-207, 232-233, 240-241, 274-276, 312-315, 350-353 Chronological, 166, 305, 339
12. Compare and contrast information from different sources on the same topic.	Student Book	Compare and contrast, 93, 213, 321
13. Critically read and evaluate to determine the author's purpose, point of view, audience and message.	Student Book	Author's purpose, 200, 234, 240, 268, 312, 314, 315
D. Literature		
<u>Standard:</u> The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.		
The student will:		
1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature..	Student Book	Variety of works, 96-97, 104-105, 130-131, 138-139, 164-165, 172-173, 198-199, 206-207, 232-233, 240-241, 266-267, 274-276, 302-305, 312-315, 340-343, 350-353.
2. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from British literature	Student Book	Characteristics of various genres, 95, 103, 129, 137, 163, 171, 197, 205, 231, 239, 265, 273, 311, 339, 349;

**Minnesota ELA Standards
Correlation to Visions INTRO Grade 9-12**

ENGLISH LANGUAGE ARTS STANDARDS	Component	VISIONS INTRO
3. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations and countries around the world.	Student Book	Setting, 104, 105 Characters, 78, 163, 306, 320 Plot, Conflict/resolution 166
	Teacher's Edition	Theme, 83, 117, 151, 185, 219, 253, 289, 327
4. Evaluate the impact of an author's decisions regarding word choice, point of view, style and literary elements.	Student Book	Characters, 78, 163, 306, 320
5. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.	Student Book	Figurative language, simile, 200 Metaphor, 268
	Activity Book	Figurative language, simile, 138 Metaphor, 178
6. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.	Teacher's Edition	Historical Background <i>The First Amendment</i> 171 Historical Background, <i>Three Scientists</i> , 339
7. Evaluate a literary selection from several critical perspectives.	Student Book	Poetry, 130-131
	Teacher's Edition	Author's style in poetry, 131
8. Analyze classic and contemporary poems for poetic devices.	Student Book	Literary Response Compare and contrast, 93, 213, 321 Favorite reading, 212 Interpret through enactment, 321 Ideas and details, 130-131, 199, 305 Connections, <i>What do you think?</i> 132, 306
9. Analyze the characteristics of literary forms.enjoyment.	Student Book	Poetic 130-131 Nonfiction readings, 96-97, 138-139, 104-105, 172-

**Minnesota ELA Standards
Correlation to Visions INTRO Grade 9-12**

ENGLISH LANGUAGE ARTS STANDARDS	Component	VISIONS INTRO
		173, 206-207, 232-233, 240-241, 274-276, 312-315, 350-353 Fictional readings, 130-131, 164-165, 198-199, 266, 302, 339,
10. Interpret the effect of literary and structural devices.		
11. Demonstrate how literary works reflect the historical contexts that shaped them.		
12. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines		
13. Read, analyze, and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.		
14. Respond to literature using ideas and details from the text to support reactions and make literary connections.		
15. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.		
II. WRITING		
A. Types of Writing		
<u>Standard:</u> The student will write in narrative, expository, descriptive, persuasive and critical modes. The student will:		

**Minnesota ELA Standards
Correlation to Visions INTRO Grade 9-12**

ENGLISH LANGUAGE ARTS STANDARDS	Component	VISIONS INTRO
<p>1. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.</p>	<p>Student Book</p>	<p>Autobiography, 360–361 Biography, 346–347 Business letters, 89, 250, 335 Class how-to book, 358–359 Class recipe book, 262–263 Dialog, 182, 320 Family member description, 125, 146 Favorite activity paragraph, 160 How-to paragraph, 358–359 Informational paragraph, 358–359 Invitation, 336 Letter, personal/friendly, 159; te/160 Letter to editor, 231, 233, 234, 236–237 Personal, 214–215, 227, 308–309 Newspaper, 244–245, 248–249 Opinion paragraph, 236–237, 322 Paragraph, 176 Personal narrative, 202–203, 214–215, 308–309 Poster, 114, 148, 178, 194 Registration form, 112–113 Report, 356–357 Research report, 356–357 Student information form, 94, 96, 98 Summaries, 172, 173, 280, 285, 322–323 Time designations, 155 Timeline, 339 Word problem, 210–211</p>

**Minnesota ELA Standards
Correlation to Visions INTRO Grade 9-12**

ENGLISH LANGUAGE ARTS STANDARDS	Component	VISIONS INTRO
B. Elements of Composition		
Standard: The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose		
The student will:		
Generate, gather, and organize ideas for writing. 2. Develop a thesis and clear purpose for writing. 3. Make generalizations and use supporting details. 4. Arrange paragraphs into a logical progression. 5. Revise writing for clarity, coherence, smooth transitions and unity. 6. Apply available technology to develop, revise and edit writing. 7. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format. 8. Revise, edit and prepare final drafts for intended audiences and purposes.	Student Book	Create multiple paragraph compositions with main idea and details, 142, 147, 270, 271, 280–281, 284–285 Supporting details, 125, 142, 146, 176, 244, 279, 280, 282, 285, 287
	Student Book	Narrative, 115, 134, 149, 159, 180-181, 183, 202-203, 217, 251, 287, 308-309, 325, 346-347, 360-361, 362-363 Dialog, 182, 320 Narrative Characters, 163, 166, 180–181 Personal, 214–215, 227, 308–309 Plot, 163, 166 Setting, 163, 166
	Activity Book	Narrative 120-121, 140-141, 154-155,
	Student Book	Report, 356–357 Research report, 356–357

**Minnesota ELA Standards
Correlation to Visions INTRO Grade 9-12**

ENGLISH LANGUAGE ARTS STANDARDS	Component	VISIONS INTRO
	Student Book	Use composing processes to develop writing Writing, 17, 91, 100-101, 108-109, 125, 134-135, 142-143, 159, 168-169, 176, 177, 193, 202-203, 210-211, 227, 236-237, 244-245, 261, 270-271, 280-281, 297, 308-309, 318-319, 335, 346-347, 356-357; Writer's Workshop, 112-113, 146-147, 180-181, 214-215, 248-249, 284-285, 322-323, 360-361;
	Student Book	Consider audience , 112-113, 146-147, 180-181, 214-215, 248-249, 284-285, 322-323, 360-361;
C. Spelling, Grammar and Usage		
Standard: The student will apply standard English conventions when writing.		
The student will:		
1. Compose complete sentences when writing.	Student Book	Organize sentences, 39, 59, 79
2. Edit writing for correct spelling and sentence clarity.	Student Book	Editing Checklist 17, 91, 100-101, 108-109, 125, 134-135, 142-143, 159, 168-169, 176, 177, 193, 202-203, 210-211, 227, 236-237, 244-245, 261, 270-271, 280-281, 297, 308-309, 318-319, 335, 346-347, 356-357; Writer's Workshop Editing Checklist, 112-113, 146-147, 180-181, 214-215, 248-249, 284-285, 322-323, 360-361;
3. Apply grammar conventions correctly in writing, including:	Student Book	Edit drafts for grammar conventions,

**Minnesota ELA Standards
Correlation to Visions INTRO Grade 9-12**

ENGLISH LANGUAGE ARTS STANDARDS	Component	VISIONS INTRO
a. consistent verb tense b. subject and verb agreement with simple and compound subjects c. nominative case, reflexive, objective, and possessive pronouns and pronoun/antecedent agreement d. subject and verb agreement when interrupted by a phrase		Subject-verb agreement, 24, 123, 157, 189 Verb tenses, 88, 123, 156, 159, 180, 190, 191, 215, 224, 225, 226, 294–295, 332
4. Apply punctuation conventions correctly in writing, including: a. apostrophes b. semi-colon c. capitalization of proper nouns d. abbreviations e. sentence beginnings and first words in quotes f. commas (in compound sentences, and after subordinating conjunctions, noun of address, and non-essential clauses) g. quotation marks (to identify dialogue).		Punctuation: Apostrophe, 28, 44, 68, 69, 167, 193, 294 Comma, 7, 16, 20, 59, 87, 89, 99, 159, 167, 175 Contractions, 28, 44, 68, 69, 122, 142, 167, 224, 259, 294, 295 Exclamation point, 225 Hyphen, 26 Parentheses, 355, 378 Period, 19 Possessives, 193 Question mark, 19, 279 Quotation mark, 167
D. Research		
Standard: The student will locate and use information in reference materials.		
The student will:		
1. Formulate questions and collect and assess relevant information to address these questions.	Student Book	Research report, 356–357
	Student Handbook	Gather and synthesize information, 24-25
2. Cite sources for quoted and paraphrased information in a bibliography when writing a research report.	Student Book	Cite sources, 356–357
	Student Handbook	Cite sources, 24-25

**Minnesota ELA Standards
Correlation to Visions INTRO Grade 9-12**

ENGLISH LANGUAGE ARTS STANDARDS	Component	VISIONS INTRO
3. Gather and organize information from a variety of sources, including electronic and print.	Student Book	
	Student Handbook	
4. Define plagiarism, its consequences and avoid its use.	Student Handbook	Avoid plagiarism, 29
E. Handwriting and Word Processing		
Standard: The student will write legibly and demonstrate effective keyboarding skills.		
The student will:		
1. Write legibly in cursive.	Student Book	Write legibly, 17–19, 297
	Student Handbook	Write legibly, 58
2. Format handwritten and word-processed documents correctly.	Student Book	Format handwritten, 58
	Student Handbook	Word-processed documents, 31
III. SPEAKING, LISTENING AND VIEWING		
A. Speaking and Listening		
Standard: Students will demonstrate understanding and communicate effectively through listening and speaking.		
The student will:		
1. Distinguish between speaker’s opinion and verifiable facts and analyze the credibility of the presentation	Student Book	Listen, Speak, Interact, 4-5, 6-7, 12-13, 14, 24-25, 28-29, 44-45, 48-49, 64-65, 68-69, 85, 98, 105, 119, 131, 139, 153, 166, 173, 189, 199, 207, 221, 223, 241, 255, 277, 291, 305, 315, 329, 343, 353;
2. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose	Student Book	Active Listening checklist, 111, 145, 179, 213, 247, 283, 321, 359
	Student Book	Active Listening checklist, 111, 145, 179, 213, 247,

**Minnesota ELA Standards
Correlation to Visions INTRO Grade 9-12**

ENGLISH LANGUAGE ARTS STANDARDS	Component	VISIONS INTRO
		283, 321, 359 Viewing Workshops, 111, 145, 179, 213, 247, 283, 321,
3. Understand the relationship between nonverbal, interpersonal, and small group communication	Assessment Program	Oral presentation rubric, 185-186
4. Describe the role of communication in everyday situations (e.g., advertising, informal social, business, formal social, etc.)	Student Book	Distinguish between a speaker's opinion and verifiable facts, 283
5. Understand the effects of media on society and culture.	Student Book	Listening speaking workshops, 110-111, 144-145, 178-179, 212-213, 246-247, 282-283, 320-321, 358-359;
6. Identify and understand essential elements, skills and implications of persuasion, argumentation, and debate as essential oral skills.	Student Book	Dramatic readings, 320-321, 321
7. Apply assessment criteria to self-evaluation of oral presentations.		
B. Media Literacy		
Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.		
The student will:		
1. Evaluate the accuracy and credibility of information found on Internet sites	Student Handbook	Information is presented in print and non-print materials., 30-34
2. Evaluate the logic of reasoning in both print and non-print selections.	Student Book	Credibility of information found on Internet sites see Research checklist 29, 33
3. Evaluate the source's point of view, intended audience and authority.	Student Book	Viewing Workshops, 111, 145, 179, 213, 247, 283, 321,

**Minnesota ELA Standards
Correlation to Visions INTRO Grade 9-12**

ENGLISH LANGUAGE ARTS STANDARDS	Component	VISIONS INTRO
<p>4. Determine whether the evidence in a selection is appropriate, adequate and accurate.</p> <p>5. Evaluate the content and effect of persuasive techniques used in print and broadcast media.</p> <p>6. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.</p> <p>7. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.</p> <p>8. Formulate critical, evaluative questions relevant to a print or non-print selection.</p> <p>9. Critically analyze and evaluate the strategies employed in news broadcasts, documentaries, and web sites related to clarity, accuracy, effectiveness, bias and relevance of facts.</p> <p>10. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.</p>		