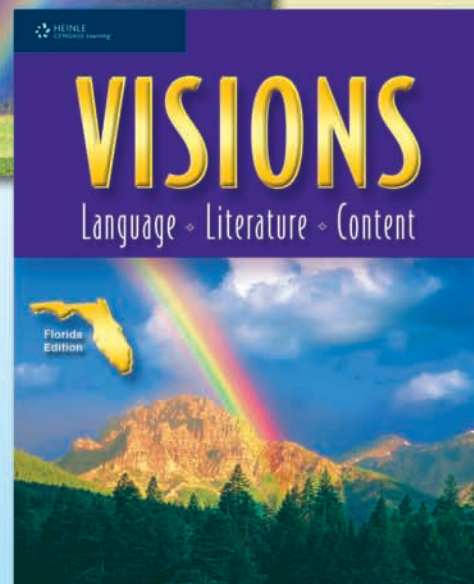
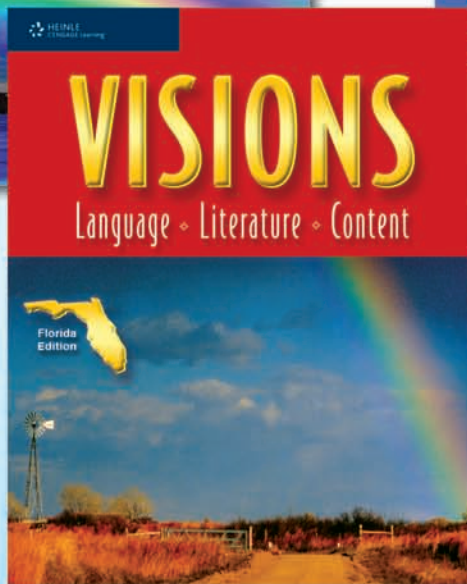
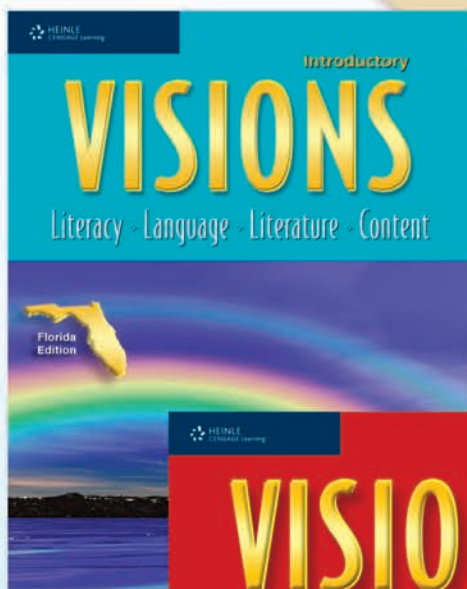


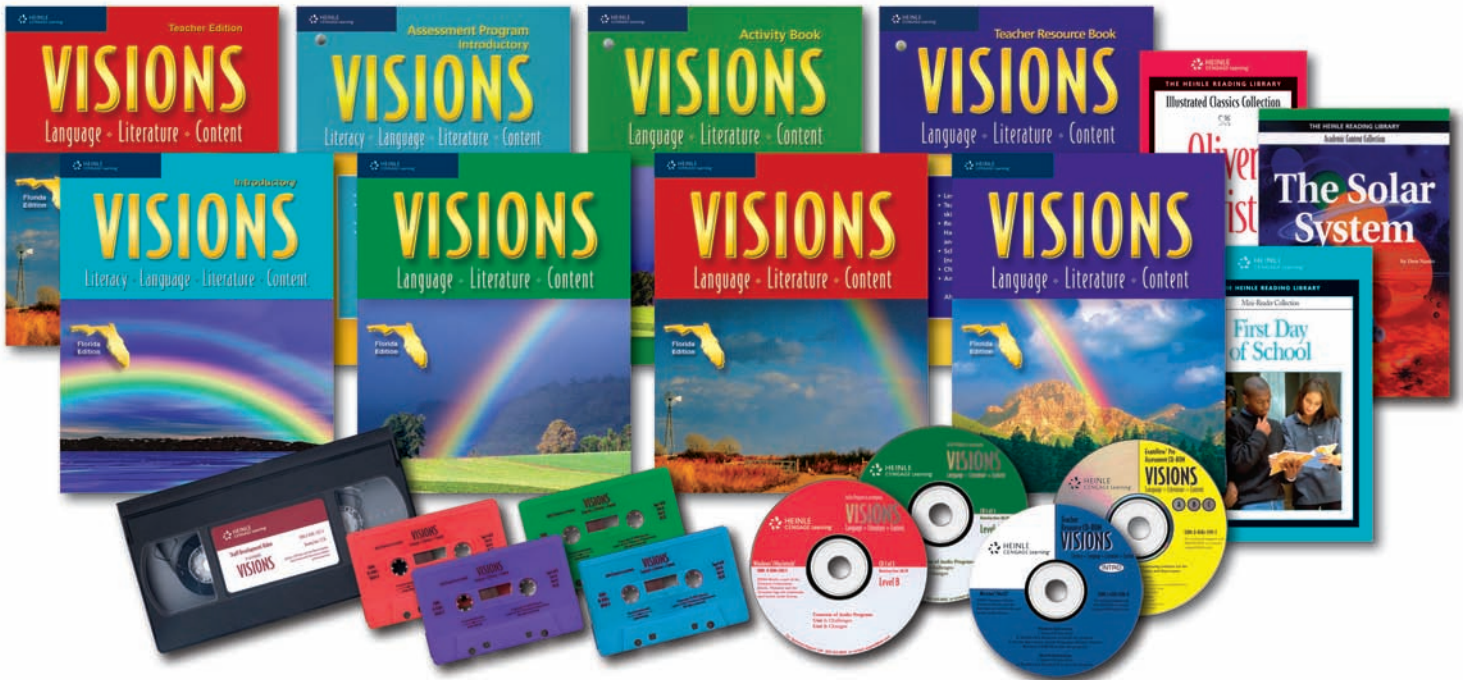
VISIONS

New **Florida Edition** for the Upcoming ESOL Adoption



New **Florida Edition** for the Upcoming ESOL Adoption

VISIONS

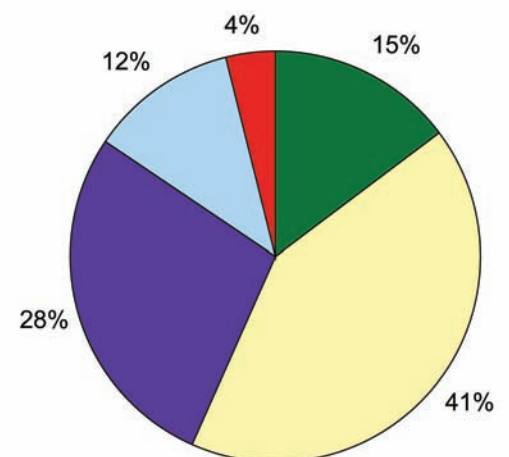


Visions is Heinle's best-selling four-level language development program that supports students from the newcomer level through transition into mainstream classrooms.

By incorporating fine literature with content, students learn and practice the skills they need to meet grade-level standards while being introduced to the academic language needed for school success.

Here's what teachers around the country have reported about **Visions**:

Visions Effectiveness Study



Perfect for FCAT and
CELLA preparation!

School districts and classrooms everywhere are reporting increases in language development and standardized test scores through the use of the *Visions* program. *Visions* provides an engaging, effective approach to teaching English as a Second Language—helping students achieve adequate yearly progress (AYP) goals and transition to mainstream classrooms.

New features for Florida:

- **Florida Student Edition** with complete Reading Language Arts and English Language Proficiency standards correlation to reassure parents, teachers, and administrators of full standards coverage.
- **Florida Teacher Edition** with point-of-use Reading Language Arts and English Language Proficiency standards correlations in teacher wrap.
- **FCAT and CELLA Test Preparation Workbook** with test-taking tips, questioning strategies, and sample tests modeled after the FCAT and CELLA.
- **Florida Visions Remediation Tool** featuring Reading Language Arts and English Language Proficiency standards-aligned assessments, reporting, and instant remediation of any and all unmastered skills.
- Reading Language Arts and English Language Proficiency standards-aligned **Lesson Planners** for easier reporting.

Here's what teachers in Florida have to say about *Visions*:

"I believe it is the goal of every reading teacher to be able to provide every student with quality reading material that works at the level of the student and the Visions series accomplishes that goal. It is the richness and the various components of the course that make it practical to implement the program. The result has been real progress with the students. The textbook gives them a platform to take off into the next level."



Nathalie Gillis-Rumowicz
Seminole, FL

"This is one of the most comprehensive texts I have come across with a wealth of detailed notes for differentiation and meaningful auxiliary materials and activities."

Penny Thompson
Sarasota, FL

"Great ESL strategies for any level!"

"Clear directions for students!"

Gail Lulek
Safety Harbor, FL



- Extremely Effective
- Very Effective
- Effective
- Somewhat Effective
- Not Effective

In a poll of teachers using *Visions* across the United States, over 95% have found it effective in their classrooms.

UNIT 1

Challenges

CHAPTER 1 The Race
page 2 a poem by Jennifer Trujillo

The Camel Dances
a fable by Arnold Lobel

CHAPTER 2 The Hatchet
page 14 an excerpt from a novel by Gary Paulsen

CHAPTER 3 Antarctic Adventure
page 28 an excerpt from a historical narrative
by Meredith Hooper

CHAPTER 4 Yang the Youngest
page 40 an excerpt from a novel by Lensey Namioka

CHAPTER 5 The Scholarship Jacket
page 54 a short story by Marta Salinas

APPLY & EXPAND/END-OF-UNIT ACTIVITIES
page 72





The Runners, Robert Delaunay. 1926.

View the Picture

1. What challenge are the people in the picture facing?
2. Compare your ideas with those of a partner.

In this unit, you will read a poem, a fable, stories, and a historical narrative. In these readings, people face challenges in their lives, such as staying alive or learning to feel comfortable in a new place. You will learn about the features of these writing forms and how to write them yourself.

CHAPTER

3

Antarctic Adventure

an excerpt from
a historical narrative
by Meredith Hooper

Into the Reading

Objectives

Reading Predict events as you read a historical narrative.

Listening and Speaking Retell order of events.

Grammar Use *and* to join words and sentences.

Writing Write a historical narrative.

Content Social Studies: Learn about bodies of land and water.

Use Prior Knowledge

Discuss Directions

What do you know about directions?

1. Look at the map and answer these questions.
 - a. Which state is to the north of Texas?
 - b. Which state is to the west?
 - c. What country is to the south?
 - d. Which direction is Louisiana from Texas?
2. Choose a city, state, or country where you have lived. Draw a map and label the directions. Tell your partner what is to the north, south, east, and west of it.



Build Background

Antarctica

Antarctica is a continent located at the South Pole, the most southern point on Earth. The temperature in Antarctica is rarely above 32°F (0°C). Antarctica is almost completely covered by ice. Today, scientists live in and study Antarctica from underground buildings. No other people live in this very cold place.



Content Connection

Explorers began trying to reach the South Pole in the early 1900s.



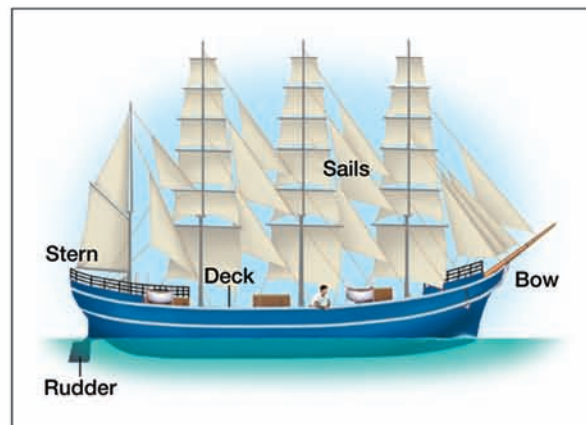
Build Vocabulary

Identify Words About Ships

You are going to read a story about a ship that sinks. To understand the action, learn some words about ships.

Write these sentences in your Personal Dictionary. Complete the sentences with words from the picture.

1. The front of a ship is the ____.
2. The back of the ship is the ____.
3. The man is standing on the ____.
4. The ____ makes the ship move in a specific direction.
5. The wind blows into the ____ and makes the ship move.



Personal Dictionary



Activity Book
p. 17



Student CD-ROM

Text Structure

Historical Narrative

“Antarctic Adventure” is a **historical narrative**. It tells a story about the experiences of real people from history. As you read, look for these features of a historical narrative:

Historical Narrative	
Events	what happened
Dates	when events happened in history
Characters	real people
Setting	descriptions of real places

As you read “Antarctic Adventure,” identify the real people in the narrative. Think about what their experiences were like.



Reading Strategy

Predict

As you read “Antarctic Adventure,” try to **predict**, or guess, what you think will happen next in the narrative. When you predict as you read, you are a more active reader.

To predict what will happen:

Use clues.	These are hints from what you read.
Change predictions.	New clues may change what you think.

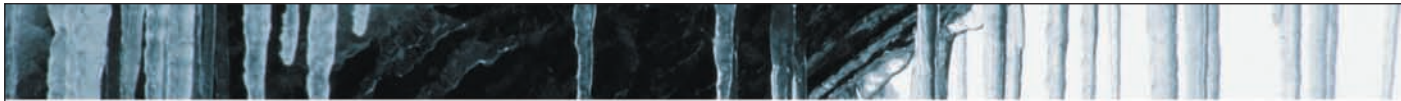
1. Read paragraphs 3 and 4 on page 32. What do you think will happen next? Why?
2. Now read paragraph 5. Was your prediction correct?
3. Did you use clues from the story (the cracking sound) and your prior knowledge (boats with holes can sink) to make your prediction?
4. Continue predicting as you read the selection.



Antarctic Adventure



an excerpt from a historical narrative
by Meredith Hooper



Prologue

Ernest Shackleton was an explorer who wanted to cross Antarctica on foot. He formed a crew and was the leader of a brave expedition that set sail for this continent in 1914. The name of his ship was *Endurance*. After six weeks of pushing through ice, the ship became locked in ice.

Now three huge ice **floes** were pressing **relentlessly** around the ship. The *Endurance* groaned and quivered. Suddenly, there was a terrible crash! Twisted and **fatally** bent, the *Endurance* began to let in water.

3

The *Endurance* Sinks

- 1 The beginning of the end came on Sunday, October 24, 1915, just after dinner. The *Endurance* lost the fight.
- 2 For 278 days the wooden ship had been stuck fast in the dangerous **pack ice** of the Weddell Sea.

The men pumped water out until they were exhausted. But still the ice floes pressed in, twisting and grinding with a dreadful roaring noise. The ship's **timbers** cracked and splintered under the pressure.

4

Predict

What do you think will happen to the *Endurance*?



Audio



The *Endurance*.

pack ice a large area of sea ice with a mixture of floating ice pieces packed together

floes sheets of floating ice

relentlessly without stopping

fatally in a way that causes death

timbers large pieces of wood



Photographer Frank Hurley and Ernest Shackleton (right).

- 5 The end came on Wednesday. The *Endurance* was being crushed. It was **sickening** to feel the decks breaking up and the ship's great wooden beams bending, then snapping with a noise like gunfire.
- 6 The ship's stern lifted 20 feet into the air, the rudder tore off, and water rushed forward and froze, weighing down the bow. The icy black sea poured in.

Predict

Will Shackleton tell his men to leave the ship?

Ernest Shackleton looked down into the engine room and saw the engines dropping sideways. He gave the order: **abandon** ship!

The men tumbled out onto the ice, shocked and exhausted. They were standing on a shaking ice floe, just 2 feet thick, floating on the surface of the deep, dark ocean.

That night they camped on the ice. All around them the ice floes groaned and crashed. Three times the ice started splitting and smashing underneath them, and they had to move their tents.

sickening making you feel sick

abandon leave without planning to return



10 Shackleton decided that they had to walk across the pack ice to reach land. But the land he was aiming for was 312 miles away.

11 They set out on Saturday, dragging food, equipment, and the lifeboats from the *Endurance* over the ice. But in three days, they traveled less than 2 miles.

12 Shackleton decided they had to stop and camp on the ice. The ice would drift north, taking them nearer to land and safety.

Predict

Do you think the men will reach the land 312 miles away?

In a way, the ice was friendly. It was solid underfoot. It gave them water to drink. Seals and penguins used the ice, so there would be food to catch.

They chose a large, thick floe for “Ocean Camp.” They could still see the *Endurance* in the distance. Parties of men **salvaged** what they could from the crushed wreck.

One evening, Shackleton saw the *Endurance* begin to sink. “She’s going, boys!” he shouted sadly. The men ran to watch. Their ship **upended**, bow first, and sank slowly under the ice.

The *Endurance* had been their home for so long. She was their last link with the outside world. They felt very lonely now.

salvaged rescued objects sure to be lost in the ship

upended turned so that one end points upward and the other downward

17 Five months later they were still camping. They had drifted slowly north, and now the floes were starting to break up. Their floe heaved and suddenly split. The men crammed into their three lifeboats.

18 After seven days they managed to reach **uninhabited** Elephant Island and set up camp on the coast. There, Shackleton left 22 of his men in a small hut.

19 With five men, he planned to make a dangerous and daring journey. The island of South Georgia lay 800 miles away, across the wild ocean. They would sail there and get help at one of the whaling stations.

In the little *James Caird*, they made 20 one of the greatest sea journeys ever. After 17 days, they stumbled **exhausted** onto the shore of South Georgia. But they were on the wrong side of the island.

No one had ever crossed the 21 glaciers and mountains of South Georgia on foot, but Shackleton and two of his men did it to reach help.

It took three months before 22 Shackleton was able to rescue the men on Elephant Island. But everyone who had sailed on the *Endurance* had been saved.

uninhabited without any people living there
James Caird the name of a ship

exhausted very tired

About the Author

Meredith Hooper (born 1939)



Meredith Hooper has written more than 20 nonfiction books for young readers. She researches each book carefully to make sure that it contains correct information. She explains this challenge, “I bring . . . research skills to bear on each subject, believing that each audience deserves the best.” Many of Hooper’s books are about science or history.

► Why do you think that Meredith Hooper wrote about Shackleton’s trip to Antarctica? To inform the reader? To entertain the reader? To influence the reader?

Beyond the Reading

Reading Comprehension

Question-Answer Relationships (QAR)

“Right There” Questions

- 1. Recall Facts** When do the events in this narrative happen?
- 2. Recall Facts** What is Ernest Shackleton’s role?
- 3. Recall Facts** What problems do Shackleton and his men face?
- 4. Recall Facts** What is the first thing that goes wrong for the *Endurance*?

“Think and Search” Questions

- 5. Find Cause and Effect** Why does the *Endurance* begin to sink after 278 days stuck in the ice?
- 6. Identify the Main Idea** Why does Ernest Shackleton give the order to abandon ship?
- 7. Analyze Characters** Why does Shackleton decide to stop crossing the ice and camp out instead?

“Author and You” Questions

- 8. Understand Character Traits** What words would you use to describe Ernest Shackleton as a leader?
- 9. Understand Plot** What do you think it was like to be stranded on the ice of Antarctica?
- 10. Use Visual Elements** How did looking at the photographs on the pages of the selection help you to understand the narrative?

“On Your Own” Question

- 11. Express Your Opinion** Would you like to take a challenging trip like the one in this story? Why or why not?



Activity Book
p. 18



Student
CD-ROM

Build Reading Fluency

Rapid Word Recognition

Rapidly recognizing words helps increase your reading speed.

1. With a partner, review the words in the box.
2. Next, read the words aloud for one minute. Your teacher or partner can time you. How many words did you read in one minute?

fight	deck	ice	pack	ice	fight
stuck	pack	deck	ice	pack	stuck
pack	huge	stuck	fight	huge	pack
ice	ice	each	stuck	fight	ice
huge	stuck	deck	huge	deck	deck

Listen, Speak, Interact

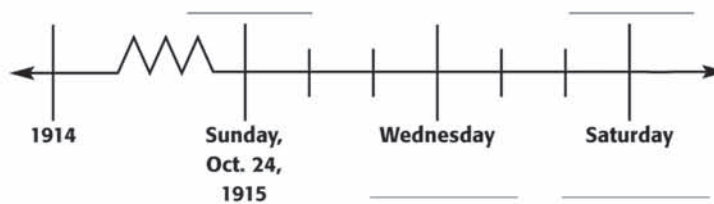


Retell Order of Events

The events in “Antarctic Adventure” cover nearly two years. The writer tells the events in the order they happened. Time words help you keep track of events.

Examples of Time Words
Dates (June 15, 2003)
Days of the week (Monday, Tuesday . . .)
Months of the year (January, February . . .)

1. Read the selection aloud as a partner listens. Stop each time you come to a time word. On a piece of paper, list the words and the events in time order.
2. Then make a time line that shows the events you recorded.
3. Using the time line as a guide, retell the events to your partner.
4. Tell your partner about an adventure you had. Keep all events in the correct time order. Use time words to make the order of events clear.



Elements of Literature

Identify Personification

Writers use **personification** to make nonfiction writing more interesting. Personification gives human thoughts, feelings, and actions to an object or animal.

In “Antarctic Adventure,” the author describes the ship as if it were a person. For example: “The *Endurance* groaned.”

Groaned is a word usually used for people and animals, so it makes the ship seem alive.

Look through the rest of the selection. Find other examples of personification. Record them in your Reading Log.



Reading Log



Activity Book
p. 19



Student
CD-ROM

Word Study

Use Adverbs

Adverbs describe verbs. Many adverbs end in *-ly*.

The ship sailed **slowly**.

Writers use adverbs to make their writing more precise or easier to imagine.

1. In “Antarctic Adventure,” find examples of adverbs that end in *-ly*. Look in paragraphs 3 and 15.

2. Write the adverbs in your Personal Dictionary. Underline the *-ly*.
3. Write an example sentence of your own using one of the adverbs.



Grammar Focus

Use *And* to Join Words and Sentences

The word *and* means “also.” *And* can join words and sentences.

<i>And</i> joining nouns:	They set out on Saturday, dragging food, equipment, and the lifeboats.
<i>And</i> joining verbs:	The ice floes groaned and crashed.
<i>And</i> joining adjectives:	The men tumbled out onto the ice, shocked and exhausted.
<i>And</i> joining adverbs:	Slowly and sadly, the people left the ship.

1. Find the uses of *and* in paragraphs 4, 6, and 7 of “Antarctic Adventure.” What words or groups of words are joined?
2. Combine these two sentences into one. Use *and*.
The ship made a terrible noise.
It sank.



From Reading to Writing

Write a Historical Narrative

Write a historical narrative about someone who faced danger. You may write about a person you know or someone you have learned about.

1. Use time words to tell when the events took place.
2. Make sure that your narrative has a beginning, a middle, and an end.
3. Use personification to bring things to life.
4. Use *and* to join words and sentences.
5. Be sure to indent each paragraph.
6. Add a time line that shows the order in which important events occur.
7. Be sure to capitalize days of the week and months of the year.



Activity Book
p. 23

Across Content Areas



Learn About Bodies of Land and Water

The surface of Earth is made up of land and water. The main bodies of land are called **continents**. The main bodies of water are called **oceans**.

Continents

Asia
Africa
North America
South America
Australia
Europe
Antarctica

Oceans

The Atlantic Ocean
The Pacific Ocean
The Indian Ocean
The Arctic Ocean

Smaller bodies of salt water are called **seas**. Some examples are the Mediterranean Sea (between Europe, Asia, and Africa) and the Caribbean Sea

(along the coasts of Venezuela, Colombia, and Central America). Seas are often parts of oceans.

Islands are smaller bodies of land completely surrounded by water. Puerto Rico is an island in the Caribbean Sea.

1. Look at a map of the world and find the continents and oceans.
2. Look at the map of Antarctica on page 29. List the oceans, seas, continents, and islands that you see on the map.



Activity Book
p. 24

Listening and Speaking Workshop

Make a Speech: News Report

Topic

Choose one of the chapter stories you read and present it as a news report. Focus on the challenge or problem the characters faced.

Step 1: Use a graphic feature such as a Sunshine Organizer to organize your news report.



Step 2: Be specific.

Answer the following questions:

1. *Who* faces the challenge or problem?
2. *What* is the challenge or problem? Describe it in detail.
3. *When* do the main events take place? In the present or in the past?
4. *Where* do the main events take place (the setting)?
5. *Why* do the characters face the problem? (Describe how the problem came up.)

Step 3: Use an attention-grabbing opening.

Use one of these hints for openings:

1. Ask a question.
2. Say something funny.
3. Make a dramatic statement.
4. Refer to an authority and use quotes.

Step 4: Stay on the topic and use visuals.

1. The topic is about “A challenge.” Don’t wander.
2. Notecards will help you stay on track.
3. Use visuals with your speech to make it more interesting.
 - a. Use pictures from a magazine or the Internet, or use a drawing.
 - b. Consider using a video or a technology presentation.

Step 5: Practice your speech.

After you have at least one idea for an opening:

1. Put each group of ideas on a notecard.
2. Practice with a partner.
3. Answer the questions on the Checklists.
4. Revise your report based on feedback.
5. Practice with visuals.



Active Listening Checklist

1. I liked ____ because ____ .
2. I want to know more about ____ .
3. I thought the opening was interesting / not interesting.
4. You stayed on the topic. Yes / No



Speaking Checklist

1. Did I speak too slowly, too quickly, or just right?
2. Did I speak loudly enough for the audience to hear me?
3. Was my voice too high, too low, or just right?
4. Did I use visuals to make the speech interesting?
5. Did I look at the audience?

Viewing Workshop

Compare and Contrast Electronic Media with Written Stories

Analyze Information

In Unit 1, you read about Ernest Shackleton and the ship the *Endurance*.

1. Get a video from the school or public library about Ernest Shackleton.
2. Compare and contrast the video to the reading selection “Antarctic Adventure.” What new information do you learn from the video? What information is the same? What information do you learn only in the reading selection?

Further Viewing

Watch the *Visions* CNN video for Unit 1. Do the Video Worksheet.



Writer's Workshop

Write to Narrate: Tell How Someone Faced a Challenge

Writing Prompt

Choose someone you admire who has faced a challenge. Write his or her story. It could be someone in your family or community, a friend, or someone you know about from history or the news. You are writing because you think that the story is inspiring and you want to share it with other people.

Story Chart

Title of Your Story

- I. Beginning
 - A. Strong opening
 - B. State the topic
 - C. Identify the characters and the setting
- II. Middle
 - A. Sequence of events
 - B. Details
 - C. Dialogue in quotation marks
- III. End
 - A. Connect the details of the story
 - B. Tell why you admire the person and why

Step 1: Make lists.

1. List important events, background information, and other details that are important to the challenge.
2. List other people who are important to the challenge.
3. Make a list of events. Put them in correct time order.

Step 2: Write your first draft.

1. Begin with a strong opening that makes the reader want to know what is coming next.
2. Write a sentence to introduce the topic.
3. Use details to describe the characters and their actions.
4. Use *and* to connect words.
5. Follow correct time order. Use time words like dates and *first, then, next* in dependent clauses.
6. In your ending, show that the story is over. Use a word like *finally*.

Step 3: Revise.

Collaborate with a partner to revise and organize your work. Listen as your partner reads your story aloud to you. Check for these things:

1. Did you use correct pronouns when talking about each character (*he, she, him, her*)?
2. Did you pay attention to the audience and your purpose for writing?
3. Did you use details to make the story interesting and exciting?
4. Did you describe actions?
5. Did you use correct time order?
6. Did you rearrange the text to give your story a clear beginning, middle, and end?

Step 4: Edit and proofread.

Read your story carefully and check for these things. If you have written your story on a computer, use the checks for spelling, punctuation, and grammar.

1. Did you write clearly by combining important parts of text? Did you delete parts that were not important to your story?
2. Did you use different sentence types to keep your writing interesting?
3. Did you use a dictionary or glossary to make sure your spelling is correct?
4. Did you use punctuation correctly to clarify and enhance your ideas?
5. Did you indent paragraphs?
6. Use the Editor's Checklist in your Student Handbook.

Step 5: Publish.

Prepare your story for presentation to your audience:

1. If you wrote your story on a computer, choose a font (style of type) that is easy to read. If you wrote it by hand, use your best handwriting.
2. Write a title page with the title of your story and "by (your name)."
3. Create a class collection of the stories. Make a Table of Contents to organize everyone's work.
4. As you read the stories, review them for their strengths and weaknesses.
5. Set your goals as a writer based on your writing and the writing of your classmates.
6. Meet with a small group to talk about each other's stories. Talk about challenges you and your classmates faced in writing the stories. Then talk about strategies you used to express your ideas.



Projects

Project 1: Create a Poster About Meeting Challenges

Do you know people who have successfully met challenges? In your opinion, what qualities do these people share?

1. Take a poll of ten people of different ages and/or cultures. Ask, "What are the three most important qualities to help people meet challenges?"
2. List each person's name and response in a chart.

My Mother
1. intelligence
2. courage
3. keeps trying

3. Look at your list. Are the qualities mentioned the same or different for all ages? For all cultures?
4. Find the three qualities named most often. Make a poster with illustrations that show these qualities.
5. Present your poster to the class and to your family.

Project 2: Write a Magazine Article or a Web Article

Research a place where it is difficult to live. It can be a place from the unit or a place that you have read or know about.

1. Make a list of five questions you want to answer about the challenge of living in the place. Include any questions you formed as you read the unit selections.
2. Use reference books and the Internet to answer your questions.
3. Your questions may change as you research. Revise your questions if you need to. Then continue to research answers.
4. Complete a chart with your questions and answers. Use these to write your article.

What I Want to Know	What I Learned
How does cold weather affect life there?	It is dangerous to go out without the right clothing and equipment.

5. Find photographs or make illustrations that show your place. Write short captions that tell about each image.
6. Compare and contrast your magazine or Web article with a reading selection that mentions a difficult place to live. How is your information similar? How is it different?

Further Reading

Here is some information about books that tell how people have faced challenges. Choose one or more of them. Record the ones you read in your Reading Log. Write your thoughts and feelings about what you read. Take notes about your answers to these questions:

1. What challenge did this book describe?
2. How did the people meet their challenges?

Hatchet

by Gary Paulsen, Pocket Books, 1996. After a plane crash, Brian must learn how to survive alone in the Canadian wilderness. With only a hatchet that his mother gave him, Brian must make it on his own.

Yang the Youngest and His Terrible Ear

by Lensey Namioka, Yearling Books, 1994. Yingtao recently moved with his family of musicians from China to Seattle, Washington. He is tone-deaf and is afraid of ruining the family recital.

That Was Then, This Is Now

by S. E. Hinton, Puffin, 1998. This book by the award-winning author of *The Outsiders* is about two 16-year-old friends, Byron and Mark, who have been close friends since childhood. However, their friendship suddenly changes when Byron discovers that Mark has committed a crime. Byron turns Mark over to the police. Now he must learn to face the guilt of betrayal and the loss of his best friend.

Quilted Landscape: Conversations with Young Immigrants

by Yale Strom, Simon & Schuster Children's, 1996. This book tells the stories of 26 immigrant children ages 11 through 17. They describe how they feel about living in the United States and discuss the challenges of adjusting to a new country.

The Cay

by Theodore Taylor, Yearling Books, 2002. In this award-winning book, a boy named Phillip travels on a freight boat that is torpedoed during World War II. Blinded by a blow to the head, he finds himself on a deserted Caribbean island.

Raptor

by Paul Zindel, Hyperion Press, 1999. Zack and his American Indian friend, Ute, are trapped in a cave with a living dinosaur, the deadly Utah raptor. In this thriller, the two boys struggle to outwit the dinosaur and escape from the cave.

Selkirk's Island: The True and Strange Adventures of the Real Robinson Crusoe

by Diana Souhami, Harvest Books, 2002. This book tells the true story of Alexander Selkirk, who spent four years on a deserted island in the eighteenth century.



Reading Log



Heinle
Reading Library

From pre-literacy to transition, **Visions** has it all!

- **Intro level for non-schooled and low-beginning students** provides systematic language development as well as literacy instruction.
- **Staff development handbook and video** are designed for easy program access. Also available online!
- High-interest, low-level **literature and content-based readings** motivate students.
- **Scaffolding throughout all four books** uses a three-pronged approach to meeting the standards: Introduce, Practice, Assess.
- **Writing activities** reinforce and recycle strategic skills.
- **Quality assessment materials** are aligned with state standards.
- **Technology** to reinforce language development.
- **Heinle Reading Library** for independent reading practice.

NEW
Florida Edition!

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Activity Book	978-1-4130-1487-7
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Student CD-ROM	978-1-4130-1492-1
Assessment Program	978-1-4130-2179-0
Florida Remediation Tool with <i>ExamView</i> [®]	978-1-4240-3438-3
Teacher Resource CD-ROM	978-1-4130-1496-9
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