

WIDA

World-class Instructional Design and Assessment

ELP 2 STANDARDS 6-8

To

Visions A

**WIDA to ELP 2 ELP Standards 6-8 Beginning
to
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Grade Level Cluster 6-8 Level 2 Beginning		Visions A
Standard 1 English language Learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting		
Listening – process and understand spoken language in a variety of situations		
match needed resources with types of assignments based on pictures and oral statements (such as calculators or math books)	Student Book	Match resources Dictionary , 3, 27, 40, 41, 55, 70, 93, 104, 116, 119, 130, 142, 147, 160, 163, 177, 191, 219, 221, 225, 231, 264, 267, 278, 283, 289, 310, 313, 324, 327, 342, 347, 353, 377, 388, 407 Encyclopedia , 251, 282 Experts , 3, 148, 282, 346, 348, 388 Glossary , 267, 327 Software , 347 Thesaurus , 24, 163, 327, 347, 376, 407 Table of contents , 148, 327, 346; Visuals , 29–37, 54, 141, 229, 287, 308, 328, 340, 341, 344, 348, 351, 392 Web resources- on-line searches , 345, 346, 407 68, 147, 280, 343, 344, 404
Speaking - engage in oral communication in a variety of situations for a variety of purposes and audiences.		
paraphrase or retell oral instructions, assignments, or stories	Student Book	Paraphrase , 22, 203, 186, 218, 294, 308, 341 Retell instructions , 11
Reading - process, interpret, and evaluate written		

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language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> connect facts or information on socially-related topics to examples 	Student Book	Fact to examples 51, 94, 96–101, 309, 344, 358, 359, 392
<ul style="list-style-type: none"> identify main idea from everyday information supported by visuals 	Student Book	Identify main idea , 108, 109–113, 114, 128, 208, 210–217, 218, 328, 340, 343, 364, 366–373, 387, 400;
	Teacher’s Edition	Multi-Level options (newcomer) : everyday information supported by visuals , 42
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> outline or complete organizers with school schedule and subjects 	Student Book	Complete organizer school schedule , 42
	Teacher’s Edition	Multi-Level options (newcomer) : school schedule , 42
	Activity Book	Write- school schedule , 84
Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.		
Listening – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> match oral phrases, sentences, or paragraphs supported visually with different time frames (e.g., “Long ago; right now; in the future.”) 	Student Book	Timelines, visually supported time frames , 164, 265, 282
	Teacher’s Resource Book	Visually supported time frames 50, 53,

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	Activity Book	Visually supported time frames, 133, 134
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> describe pictures related to biographies or human interest stories 	Teacher’s Edition	Preview the selection (describe pictures related to stories) 17, 29, 45, 57, 79, 95, 109, 121, 135, 155, 165, 179, 193, 209, 233, 245, 255, 269, 291, 301, 315, 329, 355, 365, 381, 393
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> differentiate among organizational features of texts (such as indices and glossaries) 	Student Book	Text organizational features Glossary, 267, 327 Captions, 134, 141, 147; Graphic features, 3, 4, 13, 28, 41, 205, 292, 314, 327, 328, 330–339, 341, 344, 346, 392 Headings, 134, 147, 148, 208, 219, 328, 346; Table of contents, 148, 327, 346; Visuals, 29–37, 54, 141, 229, 287, 308, 328, 340, 341, 344, 348, 351, 392
	Activity Book	Use of icons in Text organization, 48
<ul style="list-style-type: none"> predict outcomes from visually supported text 	Student Book	Predict, 202, 232, 233–237, 400;
<ul style="list-style-type: none"> use knowledge of affixes or root words to determine meaning in context 	Student Book	Affixes, 25, 40, 52, 104, 204, 240, 250, 264, 278, 388; Root words, 52, 90, 104, 204, 240, 264, 278, 310, 324, 342, 388;

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Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> produce notes, construct charts or graphic organizers to convey information 	Student Book	Produce notes , 39, 93, 141, 222, 280, 282, 341, 344, 345, 348, 404, 408; Construct charts , 26, 40, 42, 51, 56, 68, 70, 104, 107, 115, 119, 132, 143, 145, 148, 152, 159, 162, 176, 187, 189, 190, 226, 240, 242, 244, 250, 254, 264, 267, 278, 284, 290, 296, 300
Standard 3 English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.		
Listening – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> follow multi-step directions to identify proportional representation in graphs 	Activity Book	Read a Bar Graph , 176
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> define or describe types of line segments from pictures of everyday objects (e.g., “Opposite sides are parallel”) 	Student Book	Describe line segments (geometric shapes and vocabulary) 67
<ul style="list-style-type: none"> paraphrase math problems with visual support involving algebra) 	Teacher’s Edition	Paraphrase math problems 51, 69, 141, 191, 245, 289, 323, 407
Reading- process, interpret, and evaluate written language, symbols, and text with understanding		

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<ul style="list-style-type: none"> classify written examples supported visually of math procedures used in real word problems (such as perimeter or area) 	Student Book	Math, 13, 67, 377;
	Teacher's Edition	Problem solving methods 51, 69, 141, 191, 245, 289, 323, 407
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> express the meaning and give examples of math terms (such as area, perimeter, angles, or patterns) shown graphically 	Teacher's Edition	Examples of math shown graphically 93, 207, 281, 309, 391
	Student Book	Produce bar graph 13 Geometric shapes- angles 67
Standard 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of SCIENCE		
Listening – process and understand spoken language in a variety of situations		
categorize science domains or their tools with pictures and words from oral directions (such as a telescope and sun dial go with the heavens)	Student Book	Science tools (robots) 394-397
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> describe scientific events or discoveries based on illustrations 	Student Book	Describe scientific events/discoveries, 331, 332, 334, 336, 338 Scientific discoveries, 292, 293, 398
Reading- process, interpret, and evaluate written language, symbols, and text with understanding		

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match pictures and phrases descriptive of systems or processes with vocabulary (such as mitosis or the nitrogen cycle; e.g., “ __ goes with __ .”)	Student Book	Ecosystem – picture with phrases 78-87 Plant system- 131 Scientific method – processes with vocabulary 314-321
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
describe and draw examples of forms of energy	Student Book	Describe forms of energy (sun) 330-339
Standard 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of SOCIAL STUDIES		
Listening – process and understand spoken language in a variety of situations		
locate resources or products on maps or graphs from oral descriptions (e.g., “Show where corn is grown.”)	Student Book	Locate using a map, 3, 41, 43, 55, 77, 93, 107, 119, 133, 175, 191, 241, 280, 292, 346
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
list features or characteristics of major events or people in U.S. or world history depicted in illustrations	Student Book	Major events in U.S. and world history Thanksgiving – Pilgrims 30-31,32, 41 Historical World War II- Japan 64, 57-63 Civil Rights 155, 156-157, 158, 223, Economic and civil rights- Nelson Mandala 255, 256, 258, 262, 263 265

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Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
match the rights or responsibilities of people in the U.S. or other countries with illustrations and written statements	Student Book	Rights of people in other countries South Africa – freedom p. 260
	Teacher’s Resource Book & CNN Video	Video Clip of Nelson Mandela, 176
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
describe functions of U.S. or other governments using graphic organizers	Student Book	U.S. Democracy, 153