

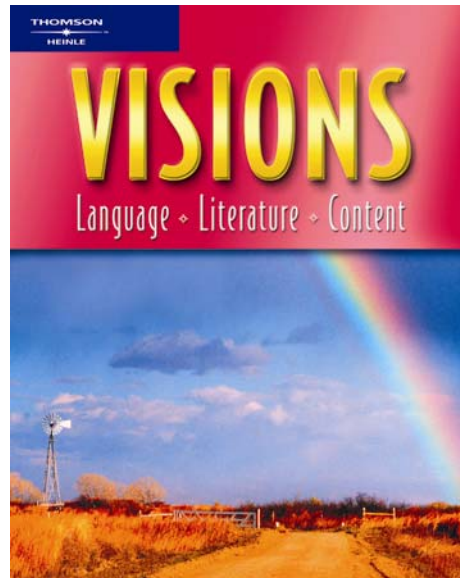
# WIDA

World-class Instructional Design and Assessment

## ELP 3 STANDARDS 6-8

To

## Visions B



Thomson Heinle

**WIDA ELP 3 Standards Grades 6-8 Developing  
to  
Visions B**

<b>Grade Level Cluster 6-8 Level 3 Developing</b>		<b>Visions B</b>
<b>Standard 1</b> <b>English language Learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting</b>		
<b>Listening</b> – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> <li>categorize needed resources with types of assignments based on pictures and oral descriptions</li> </ul>	<b>Student Book</b>	<b>Print resources</b> , 73, 147, 192, 217, 242–246, 303, 317, 325, 393, 407; <b>Internet</b> , 76, 148 150, 191, 216, 220, 279, 282, 346, 408, 410;
	<b>Activity Book</b>	<b>Resources for assignments</b> , 24, 48, 96, 112, 128, 168,
<b>Speaking-</b> engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> <li>summarize oral instructions, assignments, or stories</li> </ul>	<b>Student Book</b>	<b>Summarize</b> , 68, 94, 96–97, 129, 142, 146, 199, 245, 324;
<b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> <li>compare/contrast facts or information on socially-related topics</li> </ul>	<b>Student Book</b>	<b>Compare and contrast</b> , 1, 50, 128, 212, 226, 228–232, 304, 306–311, 402;
<ul style="list-style-type: none"> <li>summarize everyday information, supported by visuals (such as on billboards, ads, or instructions)</li> </ul>	<b>Student Book</b>	<b>Summarize</b> , 68, 94, 96–97, 142, 245, 324
	<b>Teacher’s Edition</b>	<b>Summarize</b> 129, 170, 172, 229, 231, 233, 243, 246, 273, 291, 293, 295, 307, 310, 323, 357, 370, 374,

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		384, 399, 400
<b>Writing</b> – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> <li>describe a typical school day and discuss favorite school subjects</li> </ul>	<b>Activity Book</b>	<b>Describe typical day</b> , 64, 99, 131, 141, <b>Chronological Steps</b> , 56, 91
	<b>Student Book</b>	<b>Describe</b> , 251, 70-71
<b>Standard 2</b> <b>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.</b>		
<b>Listening</b> – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> <li>identify use of literary devices related to different time frames in passages read orally (such as foreshadowing or flashback)</li> </ul>	<b>Student Book</b>	<b>Flashback</b> , 99, 277 <b>Foreshadowing</b> , 213
	<b>Student CD ROM</b>	<b>Flashback</b> , Unit 2 Chapter 2 Elements of Literature <b>Foreshadowing</b> , Unit 3 Chapter 5 Elements of Literature
	<b>Activity Book</b>	<b>Flashback</b> , 51 <b>Foreshadowing</b> , 115
<b>Speaking-</b> engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> <li>relate information from graphic organizers on biographies or human interest stories</li> </ul>	<b>Student Book</b>	<b>Relate information on biographies</b> , 216, 175 <b>Human interest stories</b> , 51,
	<b>Activity Book</b>	<b>Relate information on biographies</b> , 208 <b>Relate information on from graphic organizer on stories</b> , 56

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<b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> <li>use organization features of texts to glean main ideas (such as bold print)</li> </ul>	<b>Student Book</b>	<b>Glosses, Graphics, 317</b> <b>Headings, subheadings, 318, 320, 322, 324 361, 408</b> <b>Bold print, 318</b> <b>Visual images (illustrations) 324</b> <b>Key words, 324</b>
	<b>Teacher’s Edition</b>	<b>Italics, 233, 242, 268, 296, 297, 309, 375</b>
	<b>Activity Book</b>	<b>Headings, 192</b> <b>Indexes , 112</b> <b>Timelines, 56</b>
<ul style="list-style-type: none"> <li>confirm predictions and make generalizations from visually supported, explicit text</li> </ul>	<b>Student Book</b>	<b>Predictions, 24, 30, 31–35, 50, 120, 122–127, 128, 212, 288, 290–297;</b>
<ul style="list-style-type: none"> <li>use context clues to determine word meanings (such as for homonyms or metaphors)</li> </ul>	<b>Student Book</b>	<b>Context clues, 15, 179, 287, 363, 393</b>
	<b>Activity Book</b>	<b>Context clues, 17, 153, 161, 185,</b>
<b>Writing</b> – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> <li>construct paragraphs to convey information (such as produce journal entries)</li> </ul>	<b>Student Book</b>	<b>From Reading to Writing 13, 27, 39, 52, 71, 91, 117, 131, 145, 165, 177, 189, 101, 215, 237, 251, 263, 277, 301, 315, 327, 341, 361, 379, 391, 405</b> <b>Journal entries, 101,134</b> <b>Writer’s Workshop 74-75,148-149, 218-219, 280-281, 344-345,408-409</b>
	<b>Activity Book</b>	<b>Diary entries, 103,</b>
<b>Standard 3</b>		

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<b>English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.</b>		
<b>Listening</b> – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> <li>match examples of uses of proportion with oral descriptions (such as interest or taxes; e.g., “If... then...”)</li> </ul>	<b>Teacher’s Edition</b>	<b>Examples of uses of math</b> , 25, 41, 83, 119, 133, 167, 265, 275, 317, 407
<b>Speaking</b> - engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> <li>compare/contrast types of line segments from pictures presented orally from <b>math</b> text (such as parallel v. perpendicular lines)</li> </ul>	<b>Student Book</b>	<b>Types of line segments</b> , 363
<ul style="list-style-type: none"> <li>summarize relevant information from <b>math</b> problems (involving algebra)</li> </ul>	<b>Teacher’s Edition</b>	<b>Summarize relevant information from math</b> , 239, 267, 279, 299,
<b>Reading</b> - process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> <li>classify written examples of math procedures used in text based problems</li> </ul>	<b>Student Book</b>	<b>Written symbols of math procedures</b> , 363, 201 , 177, 379
	<b>Teacher’s Edition</b>	<b>Written symbols of math procedures</b> , 239, 267, 279, 299,
<b>Writing</b> – engage in written communication in a variety of forms for a variety of purposes and		

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audiences		
<ul style="list-style-type: none"> <li>state step-by-step process of <b>math</b> operations, procedures, patterns or functions</li> </ul>	<b>Student Book</b>	<b>Math operations, 363, 201 , 177, 379</b>
	<b>Teacher’s Edition</b>	<b>Math operations, 239, 267, 279, 299,</b>
<b>Standard 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of SCIENCE</b>	<b>Student Book</b>	
<b>Listening</b> – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> <li>identify <b>science</b> domains or their tools from oral descriptions of examples</li> </ul>	<b>Student Book</b>	<b>Across Content Areas: Science- , 13, 15, 27, 71, 82, 91, 165, 177, 265, 277, 303, 315, 325, 379;</b>
<b>Speaking-</b> engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> <li>compare/contrast <b>scientific</b> events or discoveries described orally with visual support (e.g., “__is similar/ different from __ because __.”)</li> </ul>	<b>Student Book</b>	<b>Scientific events, Photosynthesis, 82-87, 89 How Sound Waves Travel, 319-323 Water cycle 91, Respiratory System, 165, Louis Pasteur discovery, 223 Space discoveries, 267, 268, 270, 271, 272</b>
	<b>Teacher’s Edition</b>	<b>Scientific discoveries, 223, 409</b>
<b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency		

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<ul style="list-style-type: none"> <li>sort descriptive sentences by systems or steps in the process (such as by sequencing or classifying; e.g., “before, after; goes with and belongs to; is like, is different from...”)</li> </ul>	<b>Student Book</b>	<b>Steps in a process:</b> <b>Photosynthesis, 82-87, 89</b> <b>How Sound Waves Travel, 319-323</b> <b>Water cycle 91,</b> <b>Respiratory System, 165,</b>
	<b>Activity Book</b>	<b>Steps in a process, 43</b>
<b>Writing</b> – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> <li>compare/contrast two forms of energy (e.g., “___ and ___ are alike/different in these ways.”)</li> </ul>	<b>Student Book</b>	<b>Forms of energy, 27, 81, 83-89, 379</b>
<b>Standard 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of SOCIAL STUDIES</b>		
<b>Listening</b> – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> <li>categorize resources or products of regions (on maps or graphs) from oral descriptions (e.g., “IL grows corn and wheat; AR produces cotton and rice.”)</li> </ul>	<b>Student Book</b>	<b>Maps and resources , 28, 29, 41, 81, 93, 103, 119, 133, 167, 170, 179, 191, 203, 215, 239, 269, 279, 287, 290, 301, 351, 354, 410;</b>
<b>Speaking-</b> engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> <li>discuss the significance of major events or people in U.S. or world history (e.g., “This is important because...”)</li> </ul>	<b>Student Book</b>	<b>Major Events and their significance:</b> <b>Jamestown colony, 93</b> <b>Project- research colonial life in U.S., 151</b> <b>North Pole expedition, 172</b>

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		<b>Vietnam War &amp; map , 203</b> <b>Civil Rights Act, 396, 397. 398, 399, 400, 401</b> <b>Discuss Louis Pasteur discovery 223</b> <b>Space Scientist program, 267, 268, 270, 271, 272</b> <b>Louis &amp; Clark expedition, 354, 355, 356, 357</b>
<b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> <li>match examples of the rights or responsibilities of people in the U.S. or other countries with written descriptions</li> </ul>	<b>Student Book</b>	<b>Rights or responsibilities of people in the U.S</b> <b>Examples of Civil Rights, 383, 384, 385, 387</b> <b>Civil Rights Act, 396, 397. 398, 399, 400, 401</b> <b>Match laws with branches of government: 405</b>
<b>Writing</b> – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> <li>compare/contrast functions of the U.S. or other governments based on graphic organizers</li> </ul>	<b>Student Book</b>	<b>Functions of government, 405</b>
	<b>Activity Book</b>	<b>Government and graphics, 216</b>