

WIDA

World-class Instructional Design and Assessment

ELP 3 STANDARDS 6-8

To

Visions B

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

Grade Level Cluster 6-8 Level 3 Developing		Visions B
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		
<ul style="list-style-type: none"> categorize needed resources with types of assignments based on pictures and oral descriptions 	Student Book	Print resources , 73, 147, 192, 217, 242–246, 303, 317, 325, 393, 407; Internet , 76, 148 150, 191, 216, 220, 279, 282, 346, 408, 410;
	Activity Book	Resources for assignments , 24, 48, 96, 112, 128, 168,
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> summarize oral instructions, assignments, or stories 	Student Book	Summarize , 68, 94, 96–97, 129, 142, 146, 199, 245, 324;
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> compare/contrast facts or information on socially-related topics 	Student Book	Compare and contrast , 1, 50, 128, 212, 226, 228–232, 304, 306–311, 402;
<ul style="list-style-type: none"> summarize everyday information, supported by visuals (such as on billboards, ads, or instructions) 	Student Book	Summarize , 68, 94, 96–97, 142, 245, 324
	Teacher’s Edition	Summarize 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
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> describe a typical school day and discuss favorite school subjects 	Activity Book	Describe typical day , 64, 99, 131, 141, Chronological Steps , 56, 91
	Student Book	Describe , 251, 70-71
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"> identify use of literary devices related to different time frames in passages read orally (such as foreshadowing or flashback) 	Student Book	Flashback , 99, 277 Foreshadowing , 213
	Student CD ROM	Flashback , Unit 2 Chapter 2 Elements of Literature Foreshadowing , Unit 3 Chapter 5 Elements of Literature
	Activity Book	Flashback , 51 Foreshadowing , 115
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> relate information from graphic organizers on biographies or human interest stories 	Student Book	Relate information on biographies , 216, 175 Human interest stories , 51,
	Activity Book	Relate information on biographies , 208 Relate information on from graphic organizer on stories , 56

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

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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"> match examples of uses of proportion with oral descriptions (such as interest or taxes; e.g., “If... then...”) 	Teacher’s Edition	Examples of uses of math , 25, 41, 83, 119, 133, 167, 265, 275, 317, 407
Speaking - engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> compare/contrast types of line segments from pictures presented orally from math text (such as parallel v. perpendicular lines) 	Student Book	Types of line segments , 363
<ul style="list-style-type: none"> summarize relevant information from math problems (involving algebra) 	Teacher’s Edition	Summarize relevant information from math , 239, 267, 279, 299,
Reading - process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> classify written examples of math procedures used in text based problems 	Student Book	Written symbols of math procedures , 363, 201 , 177, 379
	Teacher’s Edition	Written symbols of math procedures , 239, 267, 279, 299,
Writing – 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"> state step-by-step process of math operations, procedures, patterns or functions 	Student Book	Math operations, 363, 201 , 177, 379
	Teacher’s Edition	Math operations, 239, 267, 279, 299,
Standard 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of SCIENCE	Student Book	
Listening – process and understand spoken language in a variety of situations		
<ul style="list-style-type: none"> identify science domains or their tools from oral descriptions of examples 	Student Book	Across Content Areas: Science- , 13, 15, 27, 71, 82, 91, 165, 177, 265, 277, 303, 315, 325, 379;
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> compare/contrast scientific events or discoveries described orally with visual support (e.g., “__ is similar/ different from __ because __.”) 	Student Book	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
	Teacher’s Edition	Scientific discoveries, 223, 409
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		

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<ul style="list-style-type: none"> 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...”) 	Student Book	Steps in a process: Photosynthesis, 82-87, 89 How Sound Waves Travel, 319-323 Water cycle 91, Respiratory System, 165,
	Activity Book	Steps in a process, 43
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> compare/contrast two forms of energy (e.g., “___ and ___ are alike/different in these ways.”) 	Student Book	Forms of energy, 27, 81, 83-89, 379
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		
<ul style="list-style-type: none"> 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.”) 	Student Book	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;
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> discuss the significance of major events or people in U.S. or world history (e.g., “This is important because...”) 	Student Book	Major Events and their significance: Jamestown colony, 93 Project- research colonial life in U.S., 151 North Pole expedition, 172

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