

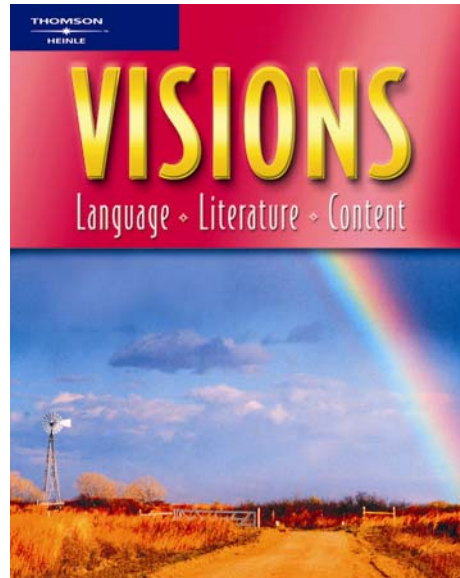
WIDA

World-class Instructional Design and Assessment

ELP 2 STANDARDS 9-12

To

Visions B



Thomson Heinle District Manager
Beatrix.mullauner@thomson.com

**WIDA ELP Standards 9-12 Level 3 Developing
to
Visions B**

Grade Cluster 9-12 Level 3 Developing	Visions Component	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"> respond (non-verbally) to explicit language pertaining to classroom instructions 	Student Book	Non-verbal responses , 69, 117, 145, 165, 217, 343
	Teacher’s Edition	Multi-Level Options respond (non-verbally) 2, 24, 40, 10,
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> express personal preferences or points of view 	Student Book	Express preferences or points of view , 69, 342, 388, 402, 406-407
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> match types of books or web resources with information needed for assignments 	Student Book	Dictionary , 3, 130, 133, 155, 163, 203, 236, 253, 262, 300, 317, 325, 326, 340, 390, 393, 404, 409 Encyclopedia , 13, 191, 279 Newspaper , 91 Magazines , 91 Internet , 76, 148, 150, 191, 216, 220, 279, 282, 346, 408, 410;
Writing – engage in written communication in a		

**WIDA ELP Standards 9-12 Level 3 Developing
to
Visions B**

variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> create announcements, invitations, or form paragraphs stating who, what, when, and why 	Student Book	Form paragraphs stating wh questions 76, 218, Poster , 282, form paragraphs into summary , 342
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"> compare and contrast sources of information based on oral discourse 	Student Book	Compare and contrast , 1, 50, 69, 76, 88, 128, 212, 226, 228–232, 234, 304, 402; Viewing Workshop, Compare and contrast 73, 147, 217, 279, 343, 407,
	Teacher’s Edition	Compare and contrast , 23, 35, 49, 113, 127, 140, 173, 185, 197, 211, 247, 259, 273, 297, 305, 311, 337, 357, 375, 387, 401
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> provide facts and opinions to articulate arguments related to editorials, or reviews read orally (such as books or movies)) 	Student Book	Fact and opinion , 192, 388, 394, 396–401, 402
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> identify ideas and supporting details related to 	Student Book	Main idea and details , 10, 36, 56, 58–67, 68, 136,

**WIDA ELP Standards 9-12 Level 3 Developing
to
Visions B**

author's purpose		137, 168, 170–173, 266, 268–273, 274, 338, 358, 376, 388, 402;
<ul style="list-style-type: none"> summarize information in graphics and texts 	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, 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"> produce editorial comments on current events or issues 	Student Book	Editorial , 344, 335
<ul style="list-style-type: none"> take notes or produce outlines from written texts 	Student Book	Take notes , 235, 408 Outline , 318, 320–323
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"> select problem-solving methods and tools to address everyday experiences described orally 	Teacher's Edition	Mathematical methods 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.		

**WIDA ELP Standards 9-12 Level 3 Developing
to
Visions B**

<ul style="list-style-type: none"> give examples of derived attributes along with their units of measurement presented orally from math text 	Student Book	Units of measurement examples, 363 Metric system 201 Celsius and Fahrenheit 177 Speed of light, 379
	Teacher's Edition	Calculate volcano measurement in miles/meters 239, Calculate time/distance of space probe, 267, Calculate distance between 2 locations on map, 279 Calculate distance/time 299,
<ul style="list-style-type: none"> give examples of math-related, real life situations (such as use of tips, discounts, or earn run averages) 	Student Book	Math – Rank Order of population 145,
	Teacher's Edition	Create bar graph from data from real- life situations , 343, 393 , 407
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> classify mathematical functions and relationships 	Teacher's Edition	mathematical functions/ relationships miles/meters 239, time/distance 267 distance/time 299
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> describe uses of math equations or formulas (e.g., “Give examples of when you would use 	Teacher's Edition	Uses of math equations, 363 volcano measurement in miles/meters 239, Calculate time/distance of space probe, 267,

**WIDA ELP Standards 9-12 Level 3 Developing
to
Visions B**

the following...”)		Calculate distance between 2 locations on map, 279 Calculate distance/time 299,
<ul style="list-style-type: none"> outline steps for producing tables, charts, or graphs from authentic data sources (such as newspapers, magazines, or the Internet) 	Student Book	Steps to produce charts/graphs: Rank Order of population 145
	Teacher’s Edition	Steps to produce charts/graphs: Create bar graph from data, 343, 393 Create bar graph from data using %, 407
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		
<ul style="list-style-type: none"> match the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as homeostasis/dormancy or atomic/nuclear structures) 	Student Book and Audio CC	Chemical function: Photosynthesis, 82-87, 89 Physical function: How Sound Waves Travel, 319-323
	Student CD ROM	Unit 2 Chapter 1 Identify Processes
	Teacher’s Edition	Describe changes to water/air/sky when ocean goes from calm to stormy, 95
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> describe how systems, chains, or cycles operate from diagrams or graphic organizers (such as solar system or water cycle) 	Student Book	Describe cycle from diagram: Photosynthesis, 82-87, 89 Describe systems from diagram: How Sound Waves Travel, 317, 318-323

**WIDA ELP Standards 9-12 Level 3 Developing
to
Visions B**

Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> extract information on the use of data presented in text and tables 	Student Book	Information from tables in textbook, Water cycle 91, Respiratory System, 165,
	Activity Book	Extract data information from tables, 80, 152
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> provide information learned from scientific experiments in a lab report, including pre-experiment predictions 	Activity Book	Science project with audio visual resources, 48 Provide information and predictions, 43
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"> find examples of regions or countries that have similar economic, political or historical significance to U.S. or world history from oral scenarios and maps 	Student Book	U.S. and world history maps, 28, 29, 41, 81, 93, 103, 119, 133, 167, 170, 179, 191, 203, 215, 239, 269, 279, 287, 290, 301, 351, 354, 410;
	Activity Book	Political significance to U.S from maps 215
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> give examples or descriptions of major 	Student Book	<u>Historical</u> themes in illustrations:

**WIDA ELP Standards 9-12 Level 3 Developing
to
Visions B**

<p>historical, cultural, or economic themes (depicted in illustrations or political cartoons)</p>		<p>Jamestown colony, 93 Project- research colonial life in U.S., 151 North Pole expedition, 172 Vietnam War & map , 203 Louis Pasteur illustration, 223 Space Scientist program, 267, 268, 270, 271, 272 View historical atlas, 279 Louis & Clark expedition, 354, 355, 356, 357</p> <p><u>Political</u> themes in illustrations: State flags, 117 World War II political map, 179 Louisiana Purchase map, 351 Martin Luther King, Jr. and Civil Rights, 383, 384, 385, 387 President Lyndon Johnson & Civil Rights Act, 396, 397, 398, 399, 401 John Kennedy, 400 Significant Newspaper headlines , 405</p> <p><u>Cultural</u> theme in illustration: Native American population in rank order,145 Compare/contrast two cultures using media, 147 Describe social groups from chart, 189</p>
<p>Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency</p>		

**WIDA ELP Standards 9-12 Level 3 Developing
to
Visions B**

<ul style="list-style-type: none"> match features of significant periods in world history with written descriptions 	Student Book	Match significant periods in history with written descriptions: <u><i>Historical</i></u> themes in illustrations: Jamestown colony, 93 Project- research colonial life in U.S., 151 North Pole expedition, 172 Vietnam War & map , 203 Louis Pasteur illustration, 223 Space Scientist program, 267, 268, 270, 271, 272 View historical atlas, 279 Louis & Clark expedition, 354, 355, 356, 357 <u><i>Political</i></u> themes in illustrations: State flags, 117 World War II political map, 179 Louisiana Purchase map, 351 Martin Luther King, Jr. and Civil Rights, 383, 384, 385, 387 President Lyndon Johnson & Civil Rights Act, 396, 397. 398, 399, 401 John Kennedy, 400 Significant Newspaper headlines , 405
	Activity Book	Match significant periods in history, 208
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> describe the contributions of significant individuals in history, politics, economics, or society 	Student Book	Martin Luther King, Jr. and Civil Rights, 383, 384, 385, 387 Space Scientist program, 267, 268, 270, 271, 272 Louis & Clark expedition, 354, 355, 356, 357

**WIDA ELP Standards 9-12 Level 3 Developing
to
Visions B**

--	--	--