

**WIDA**

World-class Instructional Design and Assessment

**ELP 2 STANDARDS 9-12**

**To**

**Visions B**

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

| <b>Grade Cluster 9-12<br/>Level 3 Developing</b>   | <b>Visions<br/>Component</b> | <b>Visions B</b>   |
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| <b>Standard 1</b><br><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>respond (non-verbally) to explicit language pertaining to classroom instructions</li> </ul>           | <b>Student Book</b>          | <b>Non-verbal responses</b> , 69, 117, 145, 165, 217, 343  |
|  | <b>Teacher’s Edition</b>     | <b>Multi-Level Options respond (non-verbally)</b> 2, 24, 40, 10,   |
| <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>express personal preferences or points of view</li> </ul>   | <b>Student Book</b>          | <b>Express preferences or points of view</b> , 69, 342, 388, 402, 406-407  |
| <b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency                          |                              |  |
| <ul style="list-style-type: none"> <li>match types of books or web resources with information needed for assignments</li> </ul>              | <b>Student Book</b>          | <b>Dictionary</b> , 3, 130, 133, 155, 163, 203, 236, 253, 262, 300, 317, 325, 326, 340, 390, 393, 404, 409<br><b>Encyclopedia</b> , 13, 191, 279<br><b>Newspaper</b> , 91 <b>Magazines</b> , 91<br><b>Internet</b> , 76, 148, 150, 191, 216, 220, 279, 282, 346, 408, 410; |
| <b>Writing</b> – engage in written communication in a  |                              |  |

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| variety of forms for a variety of purposes and audiences  |                          |   |
| <ul style="list-style-type: none"> <li>create announcements, invitations, or form paragraphs stating who, what, when, and why</li> </ul>                                      | <b>Student Book</b>      | <b>Form paragraphs stating wh questions</b> 76, 218, <b>Poster</b> , 282,<br><b>form paragraphs into summary</b> , 342  |
| <b>Standard 2</b><br><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>compare and contrast sources of information based on oral discourse</li> </ul>   | <b>Student Book</b>      | <b>Compare and contrast</b> , 1, 50, 69, 76, 88, 128, 212, 226, 228–232, 234, 304, 402;<br><b>Viewing Workshop, Compare and contrast</b> 73, 147, 217, 279, 343, 407, |
|   | <b>Teacher’s Edition</b> | <b>Compare and contrast</b> , 23, 35, 49, 113, 127, 140, 173, 185, 197, 211, 247, 259, 273, 297, 305, 311, 337, 357, 375, 387, 401                                    |
| <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>provide facts and opinions to articulate arguments related to editorials, or reviews read orally (such as books or movies))</li> </ul> | <b>Student Book</b>      | <b>Fact and opinion</b> , 192, 388, 394, 396–401, 402   |
| <b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency   |                          |   |
| <ul style="list-style-type: none"> <li>identify ideas and supporting details related to</li> </ul>  | <b>Student Book</b>      | <b>Main idea and details</b> , 10, 36, 56, 58–67, 68, 136,  |

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| author's purpose  |                          | 137, 168, 170–173, 266, 268–273, 274, 338, 358, 376, 388, 402;   |
| <ul style="list-style-type: none"> <li>summarize information in graphics and texts</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, 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>produce editorial comments on current events or issues</li> </ul>  | <b>Student Book</b>      | <b>Editorial</b> , 344, 335  |
| <ul style="list-style-type: none"> <li>take notes or produce outlines from written texts</li> </ul>   | <b>Student Book</b>      | <b>Take notes</b> , 235, 408<br><b>Outline</b> , 318, 320–323  |
| <b>Standard 3</b><br><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>select problem-solving methods and tools to address everyday experiences described orally</li> </ul>                           | <b>Teacher's Edition</b> | <b>Mathematical methods</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.  |                          |  |

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

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| the following...”)  |                                  | Calculate distance between 2 locations on map, 279<br>Calculate distance/time 299,  |
| <ul style="list-style-type: none"> <li>outline steps for producing tables, charts, or graphs from authentic data sources (such as newspapers, magazines, or the Internet)</li> </ul>  | <b>Student Book</b>              | <b>Steps to produce charts/graphs:<br/>Rank Order of population 145</b>   |
|   | <b>Teacher’s Edition</b>         | <b>Steps to produce charts/graphs:<br/>Create bar graph from data, 343, 393<br/>Create bar graph from data using %, 407</b>           |
| <b>Standard 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of SCIENCE</b>   |                                  |   |
| <b>Listening</b> – process and understand spoken language in a variety of situations  |                                  |   |
| <ul style="list-style-type: none"> <li>match the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as homeostasis/dormancy or atomic/nuclear structures)</li> </ul> | <b>Student Book and Audio CC</b> | <b>Chemical function: Photosynthesis, 82-87, 89<br/>Physical function: How Sound Waves Travel, 319-323</b>                            |
|   | <b>Student CD ROM</b>            | <b>Unit 2 Chapter 1 Identify Processes</b>  |
|   | <b>Teacher’s Edition</b>         | <b>Describe changes to water/air/sky when ocean goes from calm to stormy, 95</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>describe how systems, chains, or cycles operate from diagrams or graphic organizers (such as solar system or water cycle)</li> </ul>   | <b>Student Book</b>              | <b>Describe cycle from diagram: Photosynthesis, 82-87, 89<br/>Describe systems from diagram: How Sound Waves Travel, 317, 318-323</b> |

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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>extract information on the use of data presented in text and tables</li> </ul>  | <b>Student Book</b>  | <b>Information from tables in textbook, Water cycle 91, Respiratory System, 165,</b>  |
|  | <b>Activity Book</b> | <b>Extract data information from tables, 80, 152</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>provide information learned from <b>scientific</b> experiments in a lab report, including pre-experiment predictions</li> </ul>   | <b>Activity Book</b> | <b>Science project with audio visual resources, 48 Provide information and predictions, 43</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>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</li> </ul> | <b>Student Book</b>  | <b>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;</b> |
|  | <b>Activity Book</b> | <b>Political significance to U.S from maps 215</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>give examples or descriptions of major</li> </ul>   | <b>Student Book</b>  | <b><u>Historical</u> themes in illustrations:</b>   |

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

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

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