

**WIDA**

World-class Instructional Design and Assessment

**ELP 2 STANDARDS 9-12**

**To**

**Visions C**

**WIDA ELP Standards 9-12 Level 4 Expanding  
to  
Visions C**

<b>Grade Level Cluster 9-12 Level 4 Expanding</b>		<b>Visions C</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>respond (non-verbally) to idiomatic expressions pertaining to classroom instructions (e.g., “What do you do when you hit the books?”)</li> </ul>	<b>Student Book</b>	<b>Respond Nonverbally</b> , 35, 162, 215, 219, 247, 273, 276, 327, 361, 389
<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 and defend personal preferences, opinions, or points of view</li> </ul>	<b>Student Book</b>	<b>Express opinions or points of view</b> , 175
<b>Reading</b> - process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> <li>use text features or web resources to confirm information for assignments (such as indexes or glossaries)</li> </ul>	<b>Student Book</b>	<b>Headings</b> , 220, 344, 394, 400, 401; te/397, 398, 399 <b>Labels</b> , 273, 316; te/30 <b>Table of contents</b> , 220, 344, 345, 401; te/xii, 70, 150, 224, 282, 348 <b>Visuals</b> , 1, 11, 71, 145, 151, 225, 283, 349, 372 <b>Glossaries</b> 6-9, 18-21,30-33, 42-44, 54-59, 76-81, 90-96, 106-111, 120-125, 134-139, 156-157, 166-173,182-187, 196-199, 208-213, 230-233,

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		242-245, 254-259, 268-271, 288-295, 304-311, 320-325, 334-337, 354-359, 368-371, 380-387, 396-399
<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>make requests, apologize, or compose or respond to e-mails or personal messages in extended paragraphs</li> </ul>	<b>Student Book</b>	<b>E-mails</b> , 249, 403, 407
<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>connect information from various sources based on oral discourse</li> </ul>	<b>Student Book</b>	<b>Listen, Speak, Interact</b> 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273. 313, 327, 361, 373, 389, 401. <b>Viewing Workshops</b> 65, 145, 219, 277, 343, 405
<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>critique in detail editorials, reviews, or literary works read orally</li> </ul>	<b>Student Book</b>	<b>Viewing Workshops</b> 65, 145, 219, 277, 343, 405 <b>Listen, Speak, Interact</b> 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273. 313, 327, 361, 373, 389, 401.

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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>analyze information related to author’s purpose</li> </ul>	<b>Student Book</b>	<b>Author’s Purpose</b> , 9, 33, 35, 45, 59, 82, 97, 111, 125, 139, 173, 187, 213, 295, 311, 359, 371, 394, 401
<ul style="list-style-type: none"> <li>make generalizations from explicit and implicit literary texts</li> </ul>	<b>Student Book</b>	<b>Make generalizations</b> , 10, 188
<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>rewrite stories on current events or issues in different time frames</li> </ul>	<b>Student Book</b>	<b>Rewrite stories on events and issues</b> 49, 148, 220, 222, 280, 408
<ul style="list-style-type: none"> <li>summarize notes from written texts in paragraph form</li> </ul>	<b>Student Book</b>	<b>Summarize</b> , 34, 65, 148, 192, 200, 201, 273, 276, 280, 299, 330, 346, 378, 403;
<b>Standard 3</b>		
<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 from extended oral discourse</li> </ul>	<b>Student Book</b>	<b>Select problem-solving methods</b> , 203, 313, 365
	<b>Teacher’s Edition</b>	<b>Select problem-solving methods</b> , 3, 145, 195, 207, 237, 373, 313, 345,
<b>Speaking-</b> engage in oral communication in a variety of situations for a variety of purposes and		

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audiences.		
<ul style="list-style-type: none"> <li>discuss the use derived attributes presented orally from text-based <b>math</b> problems</li> </ul>	<b>Student Book</b>	<b>Attributes in math problems:</b> <b>Measurements metric/US, 13,</b> <b>Time/Zones, 191</b> <b>Distance/time, 203, 313</b> <b>Currency, 365</b>
	<b>Teacher’s Edition</b>	<b>Attributes in math problems:</b> <b>Height/length, 3</b> <b>Wages/ days, 207</b> <b>Measurements metric/US, 373</b> <b>Distance/ Time, 313</b>
<ul style="list-style-type: none"> <li>discuss the relevance/usefulness of <b>math</b>-related, real life situations</li> </ul>	<b>Teacher’s Edition</b>	<b>Math related real life situations,</b> <b>Floor plans &amp; measurements, 373</b> <b>Calculate wages, 207</b>
<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 <b>mathematical</b> functions and relationships in word problems</li> </ul>	<b>Student Book</b>	<b>Word problems and functions:</b> 203, 313, 365
	<b>Teacher’s Edition</b>	<b>Word problems and functions:</b> 3, 207, 373, 313
<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 <b>math</b> equations or formulas along with steps involved in problem solving (e.g., “If...then”)</li> </ul>	<b>Teacher’s Edition</b>	<b>Equations or formulas 113, 145, 195, 207, 237,</b> <b>373, 313, 345</b>
	<b>Student Book</b>	<b>Equations or formulas,</b> 203, 313
<ul style="list-style-type: none"> <li>interpret tables, charts, or graphs embedded in</li> </ul>	<b>Student Book</b>	<b>Interpret tables, charts, or graphs,</b>

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text	<b>Teacher's Edition</b>	13, 37, 191, 203, 365 <b>Create &amp; interpret tables, charts, or graphs,</b> 67, 155, 163, 179, 195, 273, 237, 241, 373, 345
<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>compare/contrast the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as fossils/genetics or boiling/ melting points)</li> </ul>	<b>Student Book</b>	<b>Functions of related structures:</b> <b>Brain/ body</b> 32, <b>Planets/ space,</b> 193 <b>Equator/ hemispheres,</b> 239 <b>Pounds/ Pressure,</b> 189
	<b>Activity Book</b>	<b>Living/Nonliving things,</b> 152 <b>Resources- renewable/nonrenewable,</b> 120
<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 how systems, chains or cycles are interdependent (such as ecosystems or respiratory systems)</li> </ul>	<b>Student Book</b>	<b>Systems, chains, cycles:</b> <b>Brain (limbic system),</b> 32 <b>Water cycle,</b> 227 <b>Life cycles,</b> 270, 280
	<b>Activity Book</b>	<b>Water Cycle,</b> 128
<b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> <li>interpret data presented in text and tables in</li> </ul>	<b>Student Book</b>	<b>Interpret data on charts/ tables:</b> 32, 143, 193, 227, 239, 265, 270, 275

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scientific studies	Teacher's Edition	Interpret data on charts/ tables, 133, 377
	Activity Book	Data on charts/ tables, 216
<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>interpret findings gleaned from data from scientific experiments</li> </ul>	Teacher's Edition	Interpret findings from scientific data, 133, 377
	Student Edition	Interpret findings from scientific data, Living/Nonliving things Chart , 152
<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>compare/contrast countries and regions that have economic, political, or historical significance to U.S. or world history from oral reading</li> </ul>	Student Book	Korea & Japan- World War II, 317 Civil War - 301 Frontier days (west) 205
	Activity Book	Economic regions and migrant workers, 144
<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>explain how major historical, cultural, or economic themes (depicted in illustrations or political cartoons) have changed our lives</li> </ul>	<b>Student Book</b>	<b>Settlement of West, 220</b> <b>Civil rights, freedom 287-295</b> <b>Civil War – freedom 301</b> <b>Gold Rush, 205</b> <b>World War II, 317</b>
<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 significant periods in world history based on <b>social studies</b> text</li> </ul>	<b>Student Book</b>	<b>Periods:</b> <b>Dutch settlement in New York State, 51</b> <b>Civil War 301</b> <b>Gold Rush, 205</b> <b>World War II, 317</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>discuss how significant individuals have impacted history, politics, economics, or society</li> </ul>	<b>Student Book</b>	<b>Abraham Lincoln 303-311,</b> <b>Rosa Parks Civil Rightsmovement , 287-295</b>