

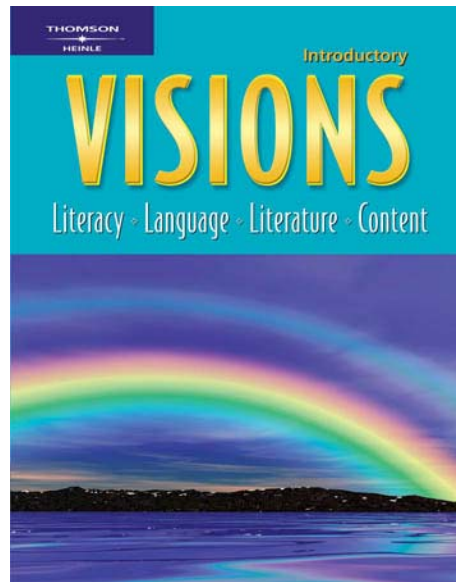
# WIDA

World-class Instructional Design and Assessment

## ELP 1 Entering Standards 6-8

to

## Visions INTRO



Thomson Heinle

**WIDA ELP 1 Standards Grades 6-8 Entering  
To Visions INTRO**

<b>Grade Cluster 6-8 Level 1 Entering</b>	<b>Visions INTRO</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>identify needed resources to complete assignments based on pictures and oral statements (such as pencils, rulers, or computers)</li> </ul>	<b>Identify resources</b> , 22-23, 64–65, 85, 79
<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>repeat, restate, or respond to oral instructions or assignments</li> </ul>	<b>Repeat</b> , 2, 4, 6-7,10, 12-13, 14-15, 16, 25, 26-27, 28 <b>Restate</b> , 4-5, 6-7, 12-13, 14, 24-25, 140, 240, 305 <b>Oral instructions</b> , 24-25
<b>Reading</b> - process, interpret, and evaluate written language, symbols, and text with understanding and fluency	
<ul style="list-style-type: none"> <li>locate facts or information on socially- related topics (such as the school dance)</li> </ul>	<b>Social-related topics</b> , Unit 3 Chapter 1, 152-155-160 Unit 4 Chapter 1, 186-194 Unit 5 Chapter 1, 220-228 Unit 6 Chapter 1, 254-258
<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 lists of words associated with school subjects</li> </ul>	<b>School subject words</b> , 97, <b>Math</b> , 82, 102, 103, 104, 105, 108, 204–211, 205, 212 <b>Science</b> , 274–277, 340–344 <b>Social studies</b> , 38, 232–234, 240

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<p><b>Standard 2</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.</p>	
<p><b>Listening</b> – process and understand spoken language in a variety of situations</p>	
<ul style="list-style-type: none"> <li>• identify words and phrases related to different time frames following oral directions with visual support (e.g., “before,” “during,” “after”)</li> </ul>	<p><b>Time Words</b>, 155-156, 164, 166, 294, 339</p>
<p><b>Speaking</b>- engage in oral communication in a variety of situations for a variety of purposes and audiences.</p>	
<ul style="list-style-type: none"> <li>• answer WH- questions from pictures related to biographies or human interest stories</li> </ul>	<p><b>Wh- questions</b>, 234, 246, 103, 180</p>
<p><b>Reading</b>- process, interpret, and evaluate written language, symbols, and text with understanding and fluency</p>	
<ul style="list-style-type: none"> <li>• locate organizational features of visually supported texts (such as headings, paragraphs, or format)</li> </ul>	<p><b>Organizational features</b> Headings/ format, 106, 137, 171, 209, 235, 239, 242</p>
<ul style="list-style-type: none"> <li>• respond to literal questions from illustrations or visually supported text</li> </ul>	<p><b>Language arts, literal questions</b>, 130-131, 164-166, 198-199,200, 266, 268, 302-305,306, 342-343, 344</p>
<ul style="list-style-type: none"> <li>• identify word patterns in context</li> </ul>	<p><b>Word patterns</b>, 52–55, 56–57, 201, 226, 296, 317, 334, 339, 345, 376</p>
<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>• produce symbols, words, or phrases to convey basic information</li> </ul>	<p><b>Language arts, writing</b>, 59, 134, 168, 202, 214, 270, 308, 346,</p>
<p><b>Standard 3</b> English Language Learners communicate information, ideas, and</p>	

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<b>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 proportional representation of objects with oral directions and illustrations (such as percent, fractions, or decimals; e.g., “Which ___ shows ___?”)</li> </ul>	<b>Math- proportional</b> ,102-103, 104-106, 110, 140
<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>identify line segments from pictures of everyday objects (such as types of angles or parallel lines)</li> </ul>	<b>Identify line segments</b> , 204-205, 208,
<ul style="list-style-type: none"> <li>restate <b>math</b> problems with visual support (involving algebra)</li> </ul>	<b>Math problems with visuals</b> , 204-205
<b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency	
<ul style="list-style-type: none"> <li>match vocabulary needed for problem solving with graphics, symbols, or figures</li> </ul>	<b>Problem solving graphics</b> , 102-106, 108, 310-314, 316
<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>show pictorial representation and label math terms (such as parts of whole numbers, algebraic equations or geometrical relations)</li> </ul>	<b>Math- Pictorial representations</b> , 210-211, 324 <b>Math abbreviations</b> , 209
<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 <b>science</b> domains or their tools with pictures from oral statements (such as earth, life, or physical science)</li> </ul>	<b>Science domains</b> , 338, 137, 138-139, 148,
<b>Speaking-</b> engage in oral communication in a variety of situations for a	

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variety of purposes and audiences.	
<ul style="list-style-type: none"> <li>use vocabulary associated with <b>scientific</b> events or discoveries based on illustrations (such as x-rays or vaccines)</li> </ul>	<b>Science vocabulary</b> , 137, 138-139, 148, <b>Scientific events</b> , 339, 343
<b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency	
<ul style="list-style-type: none"> <li>match pictures of systems or processes with vocabulary (such as photosynthesis or body systems; e.g., “An example of ___ is ___.”)</li> </ul>	<b>Processes</b> , 340-341,
<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>identify forms of energy and everyday examples depicted visually (such as light, sound, heat)</li> </ul>	<b>Science writing</b> , 356-357
<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>identify icons on maps or graphs from oral statements (such as natural resources, products; e.g., “Locate corn on the map.”)</li> </ul>	<b>Identify icons on maps</b> , 239-241,242
<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>associate events or people with time frames in U.S. or world history shown on timelines or in graphics</li> </ul>	<b>Events</b> , 172-173, 182,
<b>Reading-</b> process, interpret, and evaluate written language, symbols, and text with understanding and fluency	
<ul style="list-style-type: none"> <li>identify rights or responsibilities of people in the U.S. or other countries through illustrations, labels, or phrases</li> </ul>	<b>Rights and responsibilities</b> , 171-173

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<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>• label features of U.S. or other governments through illustrations</li></ul>	<b>Government</b> , 171, 182