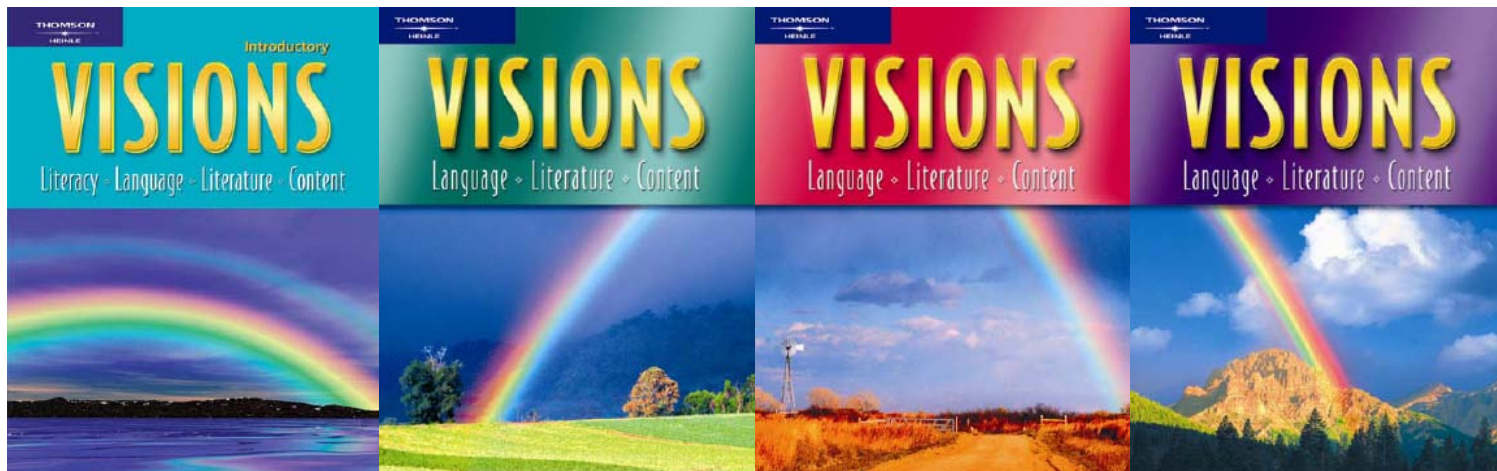


WIDA
World-class Instructional Design and Assessment
ELP 1, 2, 3, 4 for Grades 6-8
to
Access for ELLs™ Placement Chart
and
Visions INTRO, A, B, and C



Thomson Heinle
25 Thomson Place
Boston, MA 02210

Table of Contents:

WIDA Correlations to:

ACCESS for ELLs™ To Visions Placement Chart 6-8	3
Visions INTRO	4
Visions A	10
Visions B	18
Visions C	27

**ACCESS for ELLs™
To
Visions Placement Chart 6-8**

Level 1	Level 2	Level 3	Level 4	Level 5
Entering	Beginning	Developing	Expanding	Bridging
Tier A				
	Tier B			
		Tier C		
Visions Intro	Visions A	Visions B	Visions C	Visions C

The Visions placement chart serves as a guideline for coordinators and administrators using the ACCESS for ELLs™ as to where to place students in Thomson Heinle’s Visions.

Visions is a 4 level program that was created with the WIDA ELP standards in mind and provides proficiency and grade level instruction in Social and Instructional language, Language Arts, Math, Science and Social Studies. Visit

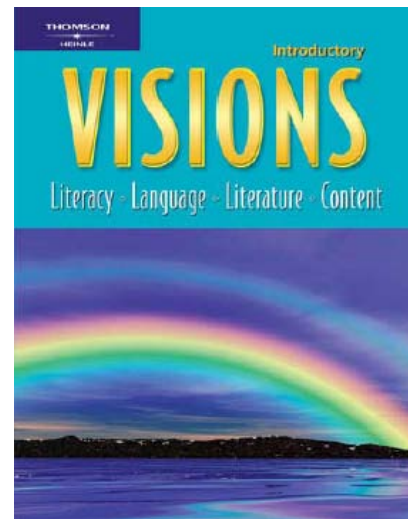
<http://elt.thomson.com/visions> to download state correlations of Visions

Teachers should use their professional judgment if it differs from Thomson Heinle’s recommendations for placement.

WIDA

World-class Instructional Design and Assessment

ELP 1 Entering Standards 6-8 to Visions INTRO



Thomson Heinle

Grade Cluster 6-8 Level 1 Entering	Visions INTRO
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"> • identify needed resources to complete assignments based on pictures and oral statements (such as pencils, rulers, or computers) 	Identify resources , 22-23, 64–65, 85, 79
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.	
<ul style="list-style-type: none"> • repeat, restate, or respond to oral instructions or assignments 	Repeat , 2, 4, 6-7,10, 12-13, 14-15, 16, 25, 26-27, 28 Restate , 4-5, 6-7, 12-13, 14, 24-25, 140, 240, 305 Oral instructions , 24-25
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency	
<ul style="list-style-type: none"> • locate facts or information on socially- related topics (such as the school dance) 	Social-related topics , 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

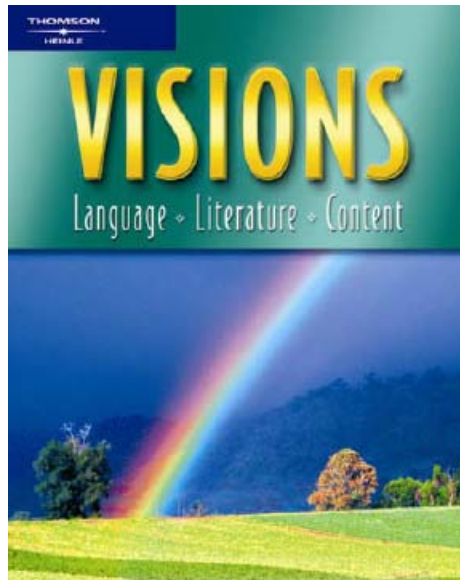
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences	
<ul style="list-style-type: none"> • make lists of words associated with school subjects 	School subject words , 97, Math , 82, 102, 103, 104, 105, 108, 204–211, 205, 212 Science , 274–277, 340–344 Social studies , 38, 232–234, 240
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 words and phrases related to different time frames following oral directions with visual support (e.g., “before,” “during,” “after”) 	Time Words , 155-156, 164, 166, 294, 339
Speaking - engage in oral communication in a variety of situations for a variety of purposes and audiences.	
<ul style="list-style-type: none"> • answer WH- questions from pictures related to biographies or human interest stories 	Wh- questions , 234, 246, 103, 180
Reading - process, interpret, and evaluate written language, symbols, and text with understanding and fluency	
<ul style="list-style-type: none"> • locate organizational features of visually supported texts (such as headings, paragraphs, or format) 	Organizational features Headings/ format, 106, 137, 171, 209, 235, 239, 242
<ul style="list-style-type: none"> • respond to literal questions from illustrations or visually supported text 	Language arts, literal questions , 130-131, 164-166, 198-199, 200, 266, 268, 302-305, 306, 342-343, 344
<ul style="list-style-type: none"> • identify word patterns in context 	Word patterns , 52–55, 56–57, 201, 226, 296, 317, 334, 339, 345, 376

Writing – engage in written communication in a variety of forms for a variety of purposes and audiences	
<ul style="list-style-type: none"> • produce symbols, words, or phrases to convey basic information 	Language arts, writing , 59, 134, 168, 202, 214, 270, 308, 346,
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"> • match proportional representation of objects with oral directions and illustrations (such as percent, fractions, or decimals; e.g., “Which ___ shows ___?”) 	Math- proportional ,102-103, 104-106, 110, 140
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.	
<ul style="list-style-type: none"> • identify line segments from pictures of everyday objects (such as types of angles or parallel lines) 	Identify line segments , 204-205, 208,
<ul style="list-style-type: none"> • restate math problems with visual support (involving algebra) 	Math problems with visuals , 204-205
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency	
<ul style="list-style-type: none"> • match vocabulary needed for problem solving with graphics, symbols, or figures 	Problem solving graphics , 102-106, 108, 310-314, 316
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences	

<ul style="list-style-type: none"> • show pictorial representation and label math terms (such as parts of whole numbers, algebraic equations or geometrical relations) 	Math- Pictorial representations, 210-211, 324 Math abbreviations, 209
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 science domains or their tools with pictures from oral statements (such as earth, life, or physical science) 	Science domains, 338, 137, 138-139, 148,
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.	
<ul style="list-style-type: none"> • use vocabulary associated with scientific events or discoveries based on illustrations (such as x-rays or vaccines) 	Science vocabulary , 137, 138-139, 148, Scientific events, 339, 343
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency	
<ul style="list-style-type: none"> • match pictures of systems or processes with vocabulary (such as photosynthesis or body systems; e.g., “An example of ___ is __.”) 	Processes, 340-341,
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences	
<ul style="list-style-type: none"> • identify forms of energy and everyday examples depicted visually (such as light, sound, heat) 	Science writing, 356-357

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"> • identify icons on maps or graphs from oral statements (such as natural resources, products; e.g., “Locate corn on the map.”) 	Identify icons on maps, 239-241,242
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.	
<ul style="list-style-type: none"> • associate events or people with time frames in U.S. or world history shown on timelines or in graphics 	Events, 172-173, 182,
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency	
<ul style="list-style-type: none"> • identify rights or responsibilities of people in the U.S. or other countries through illustrations, labels, or phrases 	Rights and responsibilities, 171-173
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences	
<ul style="list-style-type: none"> • label features of U.S. or other governments through illustrations 	Government, 171, 182

WIDA
World-class Instructional Design and Assessment
ELP 2 STANDARDS 6-8
To
Visions A



Thomson Heinle

Grade Level Cluster 6-8 Level 2 Beginning		Visions A
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		
match needed resources with types of assignments based on pictures and oral statements (such as calculators or math books)	Student Book	Match resources Dictionary , 3, 27, 40, 41, 55, 70, 93, 104, 116, 119, 130, 142, 147, 160, 163, 177, 191, 219, 221, 225, 231, 264, 267, 278, 283, 289, 310, 313, 324, 327, 342, 347, 353, 377, 388, 407 Encyclopedia , 251, 282 Experts , 3, 148, 282, 346, 348, 388 Glossary , 267, 327 Software , 347 Thesaurus , 24, 163, 327, 347, 376, 407 Table of contents , 148, 327, 346; Visuals , 29–37, 54, 141, 229, 287, 308, 328, 340, 341, 344, 348, 351, 392 Web resources- on-line searches , 345, 346, 407 68, 147, 280, 343, 344, 404
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
paraphrase or retell oral instructions, assignments, or stories	Student Book	Paraphrase , 22, 203, 186, 218, 294, 308, 341

		Retell instructions, 11
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> • connect facts or information on socially- related topics to examples 	Student Book	Fact to examples 51, 94, 96–101, 309, 344, 358, 359, 392
<ul style="list-style-type: none"> • identify main idea from everyday information supported by visuals 	Student Book	Identify main idea , 108, 109–113, 114, 128, 208, 210–217, 218, 328, 340, 343, 364, 366–373, 387, 400;
	Teacher Edition	Multi-Level options (newcomer) : everyday information supported by visuals , 42
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> • outline or complete organizers with school schedule and subjects 	Student Book	Complete organizer school schedule , 42
	Teacher Edition	Multi-Level options (newcomer) : school schedule , 42
	Activity Book	Write- school schedule , 84
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"> • match oral phrases, sentences, or paragraphs supported visually with different time frames (e.g., “Long ago; right now; in the future.”) 	Student Book	Timelines, visually supported time frames, 164, 265, 282
	TeacherResource Book	Visually supported time frames 50, 53,
	Activity Book	Visually supported time frames, 133, 134
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> • describe pictures related to biographies or human interest stories 	Teacher Edition	Preview the selection (describe pictures related to stories) 17, 29, 45, 57, 79, 95, 109, 121, 135, 155, 165, 179, 193, 209, 233, 245, 255, 269, 291, 301, 315, 329, 355, 365, 381, 393
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> • differentiate among organizational features of texts (such as indices and glossaries) 	Student Book	Text organizational features Glossary, 267, 327 Captions, 134, 141, 147; Graphic features, 3, 4, 13, 28, 41, 205, 292, 314, 327, 328, 330–339, 341, 344, 346, 392 Headings, 134, 147, 148, 208, 219, 328, 346; Table of contents, 148, 327, 346; Visuals, 29–37, 54, 141, 229, 287, 308, 328, 340, 341, 344, 348, 351, 392
	Activity Book	Use of icons in Text organization, 48

<ul style="list-style-type: none"> • predict outcomes from visually supported text 	Student Book	Predict , 202, 232, 233–237, 400;
<ul style="list-style-type: none"> • use knowledge of affixes or root words to determine meaning in context 	Student Book	Affixes , 25, 40, 52, 104, 204, 240, 250, 264, 278, 388; Root words , 52, 90, 104, 204, 240, 264, 278, 310, 324, 342, 388;
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> • produce notes, construct charts or graphic organizers to convey information 	Student Book	Produce notes , 39, 93, 141, 222, 280, 282, 341, 344, 345, 348, 404, 408; Construct charts , 26, 40, 42, 51, 56, 68, 70, 104, 107, 115, 119, 132, 143, 145, 148, 152, 159, 162, 176, 187, 189, 190, 226, 240, 242, 244, 250, 254, 264, 267, 278, 284, 290, 296, 300
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"> • follow multi-step directions to identify proportional 	Activity Book	Read a Bar Graph , 176

representation in graphs		
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> define or describe types of line segments from pictures of everyday objects (e.g., “Opposite sides are parallel”) 	Student Book	Describe line segments (geometric shapes and vocabulary) 67
<ul style="list-style-type: none"> paraphrase math problems with visual support involving algebra) 	Teacher Edition	Paraphrase math problems 51, 69, 141, 191, 245, 289, 323, 407
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> classify written examples supported visually of math procedures used in real word problems (such as perimeter or area) 	Student Book	Math, 13, 67, 377;
	Teacher Edition	Problem solving methods 51, 69, 141, 191, 245, 289, 323, 407
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> express the meaning and give examples of math terms (such as area, perimeter, angles, or patterns) shown graphically 	Teacher Edition	Examples of math shown graphically 93, 207, 281, 309, 391
	Student Book	Produce bar graph 13 Geometric shapes- angles 67
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		

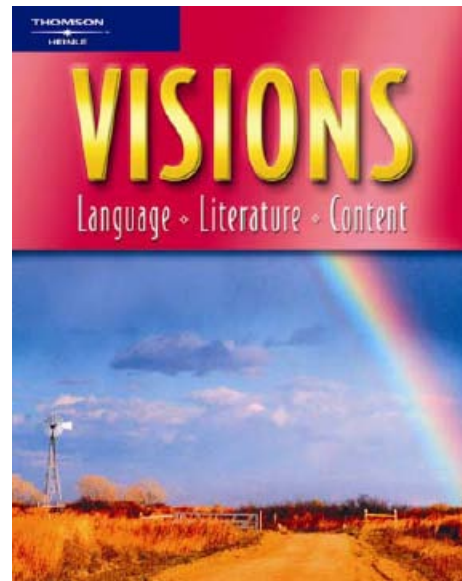
categorize science domains or their tools with pictures and words from oral directions (such as a telescope and sun dial go with the heavens)	Student Book	Science tools (robots) 394-397
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
• describe scientific events or discoveries based on illustrations	Student Book	Describe scientific events/discoveries , 331, 332, 334, 336, 338 Scientific discoveries , 292, 293, 398
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
match pictures and phrases descriptive of systems or processes with vocabulary (such as mitosis or the nitrogen cycle; e.g., “ ___ goes with ___ .”)	Student Book	Ecosystem – picture with phrases 78-87 Plant system- 131 Scientific method – processes with vocabulary 314-321
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
describe and draw examples of forms of energy	Student Book	Describe forms of energy (sun) 330-339
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		
locate resources or products on maps or graphs from oral descriptions (e.g., “Show where corn is grown.”)	Student Book	Locate using a map , 3, 41, 43, 55, 77, 93, 107, 119, 133, 175, 191, 241, 280, 292, 346
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		

list features or characteristics of major events or people in U.S. or world history depicted in illustrations	Student Book	Major events in U.S. and world history Thanksgiving – Pilgrims 30-31,32, 41 Historical World War II- Japan 64, 57-63 Civil Rights 155, 156-157, 158, 223, Economic and civil rights- Nelson Mandela 255, 256, 258, 262, 263 265
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
match the rights or responsibilities of people in the U.S. or other countries with illustrations and written statements	Student Book	Rights of people in other countries South Africa – freedom p. 260
	Teacher Resource Book	Book & CNN Video Video Clip of Nelson Mandela, 176
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
describe functions of U.S. or other governments using graphic organizers	Student Book	U.S. Democracy, 153

WIDA

World-class Instructional Design and Assessment

ELP 3 STANDARDS 6-8 To Visions B



Thomson Heinle

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 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"> 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.		
• 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
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• 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 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 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		
	Teacher Edition	Examples of uses of math , 25, 41, 83, 119, 133, 167,

<ul style="list-style-type: none"> • match examples of uses of proportion with oral descriptions (such as interest or taxes; e.g., “If... then...”) 		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 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 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 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 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		
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 Edition	Scientific discoveries, 223, 409
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		

<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...”) 	<p>Student Book</p>	<p>Major Events and their significance: Jamestown colony, 93 Project- research colonial life in U.S., 151 North Pole expedition, 172 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</p>
<p>Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency</p>		
<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 	<p>Student Book</p>	<p>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</p>
<p>Writing – engage in written communication in a variety of forms for a variety of purposes and audiences</p>		
<ul style="list-style-type: none"> • compare/contrast functions of the U.S. or other governments based on graphic organizers 	<p>Student Book</p>	<p>Functions of government, 405</p>
	<p>Activity Book</p>	<p>Government and graphics, 216</p>

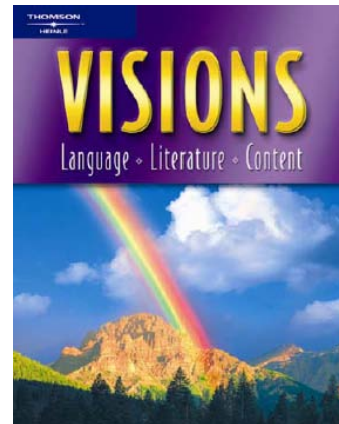
WIDA

World-class Instructional Design and Assessment

ELP 4 STANDARDS 6-8

To

Visions C



Thomson Heinle
25 Thomson Place

Boston, MA 02210-1202

Grade Level Cluster 6-8 Level 4 Expanding	Component	Visions C
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"> analyze assignments and match with needed resources based on oral discourse 	Student Book	Analyze assignments based on oral discourse: Listen, Speak, Interact 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273. 313, 327, 361, 373, 389, 401 Prior Knowledge 2, 14, 26, 28, 30–33, 38, 50, 72, 74, 83, 86, 99, 102, 116, 130, 152, 162, 178, 192, 201, 204, 226, 238, 250, 252, 254–259, 264, 284, 300, 316, 330, 350, 364, 376, 378, 380–387, 392
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> analyze oral instructions, assignments, or stories using detailed descriptions 	Student Book	Listen, Speak, Interact 11, 23, 35, 47, 61, 83, 85, 99, 113, 127, 141, 159, 175, 189, 201, 215, 273. 313, 327, 361, 373, 389, 401
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> interpret facts or information on socially-related topics 	Student Book	Interpret facts or information on social related topics: Yawning, sneezing, coughing, 35 To Risk or not to Risk, 106-111

<ul style="list-style-type: none"> • identify details or related information that support the main idea 	Student Book	Identify details to support main idea , 16, 18–21, 28, 200, 214, 234, 266, 268–271, 273, 278, 312;
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> • suggest ideas for making changes in school, such as rearranging a schedule or adding subjects (e.g., “I would like to...”) 	Student Book	Suggest ideas for making changes: 143, 146–147, 141
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"> • analyze use of literary devices related to different time frames found in short stories read orally 	Student Book	Chronological order , 37, 40, 42–45, 46, 63, 129, 143, 146, 240, 242–245, 266, 286, 299, 302, 342, 345, 352, 354–359, 388; Foreshadowing , 189, 247;
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> • summarize points from outlines derived from biographies or human interest stories 	Student Book	Summarize , 273, 34, 65, 148, 192, 200, 201, 276, 280, 299, 330, 346, 378, 403;

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 compare/contrast ideas 	Student Book	Compare and contrast , 127, 206, 208–213, 215, 217, 140, 201, 223, 246, 252, 254–259, 261, 297, 332, 334–337, 338, 343, 360, 22, 28, 46, 60, 66,;
<ul style="list-style-type: none"> • make inferences from text 	Student Book	Make inferences , 4, 6–9, 46, 60, 74, 76–81, 82, 83, 99, 126, 234, 246, 260, 286, 288–295, 312, 326, 360, 378, 380–387, 400
<ul style="list-style-type: none"> • identify figures of speech (such as similes, alliteration, or personification) 	Student Book	Similes , 342; Metaphors , 154, 339, 341, 342; Personification , 235, 237;
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> • create original ideas by synthesizing information 	Student Book	From Reading to Writing 13, 25, 37, 49, 63, 85, 101, 115, 129, 143, 161, 177, 191, 203, 217, 275, 315, 329, 363, 375, 391, 403 Writer’s Workshops 66-67, 146-147, 148, 220-221, 222, 278-279, 280, 344-345, 346, 406-407,
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"> analyze and apply the use of proportion from oral word problems 	Student Book	Word problems, 13, 203
	Teacher Edition	Word problems, 3, 373, 345, 207.
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> explain how to use different types of line segments presented orally from math text (such as in geometric figures) 	Teacher Edition	Height/length, 3 Floor plans & measurements, 373
<ul style="list-style-type: none"> Interpret information from math problems (involving algebra) 	Student Book	Math problems: Measurements metric/US, 13, Time/Zones, 191 Distance/time, 203, 313 Currency, 365
	Teacher Edition	Math problems: Height/length, 3 Wages/ days, 207 Measurements metric/US, 373 Distance/ Time, 313
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> order steps of procedures involved in problem solving using sequential language 	Student Book	Word problems solving steps: 203, 313, 365

Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> • write everyday math word problems and explain problem-solving strategies 	Teacher Edition	Math related real life situations, Floor plans & measurements, 373 Calculate wages, 207
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"> • compare/contrast examples of science domains or their tools and uses from oral descriptions (such as the difference between telescopes and microscopes) 	Teacher Edition	Science domains, Scientist specializations, 65
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
<ul style="list-style-type: none"> • predict future scientific events or discoveries based on oral or graphic evidence (e.g., “__ could/will/may/might/ lead to __.”) • 	Student Book	Scientific events: 180-187, 195-200, 267-272,
Reading- process, interpret, and evaluate written		

language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> identify systems or processes from descriptions from science text (e.g., “As a result of ___; ___ is caused by ___.”) 	Student Book	Systems, processes: Brain (limbic system), 32 Water cycle, 227 Life cycles, 270, 280
	Activity Book	Water Cycle, 128
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> explain uses of different forms of energy (e.g., “__ is used to ___.”) 	Student Book	Forms of energy: Fossil fuel, oil, 393-398
	Teacher Edition	Forms of energy: Fire, wind, water, 393
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 patterns associated with resources or products of regions described orally (e.g., “The Northeast and Midwest manufacture more goods than the South.”) 	Student Book	Resources: 221,
Speaking - engage in oral communication in a variety of situations for a variety of purposes and		

audiences.		
<ul style="list-style-type: none"> • provide reasons behind major events or people’s actions in U.S. or world history 	Student Book	Settlement of West, Gold Rush, 205, 208-209, 220; Civil rights, segregation/ freedom 285, 287-296, Civil War – freedom 301, 303-312, 205 World War II, 317, 319-326
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
<ul style="list-style-type: none"> • analyze the rights or responsibilities of people in the U.S. or other countries from social studies text 	Student Book	Rights and Responsibilities,310,315, 285-295;
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
<ul style="list-style-type: none"> • analyze functions of the U.S. or other governments in response to recent events 	Activity Book	Functions of U.S. Government, 160