WIDA

World-class **I**nstructional **D**esign and **A**ssessment

ELP 1, 2, 3 4 for Grades 9-12

to

Access for ELLs™ Visions Placement Chart

and

Visions INTRO, A, B, and C

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ACCESS for ELLs™
To
Visions Placement Chart 9-12

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 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.heinle.com/visions to download state correlations of *Visions*
Teachers should use their professional judgment if it differs from Heinle's recommendations for placement.

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World-class **I**nstructional **D**esign and **A**ssessment

ELP Level 1 Entering 9-12
To
Visions INTRO

WIDA GRADE CLUSTER 9-12 Level 1 Entering	Visions Component	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		
• respond (non-verbally) to commands pertaining to classroom routines (e.g., "Close your book.")	**Student Book**	**Respond nonverbally to commands** **Unit B Classroom** 23-24
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
• answer questions that express likes and dislikes	**Student Book**	**Express likes and dislikes,** 153, 256, 259
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• identify text features or web resources used for assignments (such as titles or authors)	**Student Book**	**Identify titles or authors,** 96, 104, 130, 138, 164, 172, 198, 206, 232, 240, 266, 274, 302, 312, 340, 350. **Text Structure,** 95, 103, 129, 137, 163, 171, 197, 205, 231, 239, 265, 273, 311, 339, 349;
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
• complete forms read orally with identifying information or produce facts about self	**Student Book**	**Student Identification Form** 94, 96, 98 **Application forms,** 95, 112–113 **Information forms, Unit 1 Chapter 2** 94-100, 112
Standard 2 **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.**		

WIDA GRADE CLUSTER 9-12 Level 1 Entering	Visions Component	VISIONS INTRO
Listening – process and understand spoken language in a variety of situations		
• identify and locate sources of information based on oral directions and visual support	**Student Book**	**Sources of information** **Atlas,** 238-250 **Dictionary,** 58, 146, 163, 171, 223 **Encyclopedia,** 354 **Magazines,** 160, 194, 216 **Newspapers,** 160, 230, 231, 232, 233, 234, 235, 324 **Online,** 114, 144, 148, 160, 194, 216, 228, 262, 286, 324 **Thesaurus,** 163
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
• state facts related to the news or information in visually supported magazines or newspapers read orally	**Student Book**	**Restate facts and details**, 132, 240–241, 340, 342, 343, 344
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• identify words and phrases related to author's purpose	**Student Book**	**Author's purpose,** 240, 312, 314, 315
• match key vocabulary within graphic supported texts to visuals	**Student Book**	**Key Vocabulary within graphics- Unit openers** 84, 94, 118, 128, 136, 152, 170, 186, 196, 204, 220, 230, 238, 254, 264, 272, 290, 300, 310, 328, 338, 348. **Vocabulary with graphics- Letters and Sounds** 8-9, 10-11, 12-13, 14-15, 30-31, 32-33, 34-35, 36-37, 50-51, 52-53, 54-55, 56-57, 70-71, 72-73, 74-75, 76-77, **Key vocabulary with graphics**, 2-3, 22-23, 26-27, 42-43, 46-47, 62-63, 66-67, 86-87, 95,103, 120-121, 129, 137, 154-155, 163, 171, 188-189, 205, 222-223, 231, 239, 256-

WIDA GRADE CLUSTER 9-12 Level 1 Entering	Visions Component	VISIONS INTRO
		257, 265, 273, 292-293, 301, 311, 330-331, 339, 349;
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
• copy facts pertaining to current events or issues	**Student Book**	**Unit 8 Chapter 3 (Current issues)** **Research on the Internet,** 350-353
• produce key words or phrases from written texts	**Student Book**	**Write key words,** 19, 155, 156, 157, 159**,** 272, 278, 339, 350-359
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		
• select problem-solving tools from oral statements and visual support	**Student Book**	**Math problem solving tools,** **Unit 1 Chapter 3** 102-108 **Unit 4 Chapter 3** 204-210 **Unit 7 Chapter 3** 310-318
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
• state which derived attributes match units of measurement from pictures and notation (such as speed, density, or acceleration)	**Student Book**	**Units of measurement,** **Unit 4 Chapter 3** 204-210
	Student Book	**Math operations,**

WIDA GRADE CLUSTER 9-12 **Level 1 Entering**	**Visions Component**	**VISIONS INTRO**
• name operations that apply to numbers and figures (such as factoring or coefficients)		**Unit 1 Chapter 3** 102-108 **Unit 4 Chapter 3** 204-210 **Unit 7 Chapter 3** 310-318
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• identify numbers in a variety of forms and **mathematical** notation within visually supported phrases (such as percent, powers, or roots)	**Student Book**	**Mathematical notation,** **Unit 1 Chapter 3** 102-108 **Unit 4 Chapter 3** 204-210 **Unit 7 Chapter 3** 310-318
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
• produce **math** equations or formulas from dictation with visual support (e.g., "Twenty plus X equals thirty.")	**Student Book**	**Mathematical equations** **Unit 1 Chapter 3** 102-108 **Unit 4 Chapter 3** 204-210 **Unit 7 Chapter 3** 310-318
• produce tables from everyday sets of facts (such as months and precipitation rates)	**Student Book**	**Tables/ charts from everyday facts**, 108, 114, 139, 148, 154, 158, 216, 255, 260, 265, 267, 272, 277, 283, 286, 314–316, 324, 330, 334, 343, 348, 359,
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		
• locate physical, biological, chemical, or earth/space structures from pictures and oral statements (such as cells, organs, magnetism, atoms, or constellations)	**Student Book**	**Unit 2 Chapter 3** **Classifying Animals** 136-142
Speaking- engage in oral communication in a variety of situations		

WIDA GRADE CLUSTER 9-12 Level 1 Entering	Visions Component	VISIONS INTRO
for a variety of purposes and audiences.		
• identify components of systems, chains, or cycles from diagrams or graphic organizers (such as taxonomic systems, food chains, or life cycles)	**Student Book**	**Unit 6 Chapter 3** **The Food Pyramid,** 272-280
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• identify data from **scientific** studies from tables, charts, or graphs	**Student Book**	**Unit 6 Chapter 3** **The Food Guide Pyramid,** 274, 276
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
• draw pictures and label steps in **scientific** experiments (such as distillation)	**Student Book**	**Draw pictures and label steps** **Unit 6 Chapter 3** **The Food Pyramid,** 272-280
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		
• identify regions or countries of political, economic, or historical significance to U.S. or world history from oral statements and maps	**Student Book**	**Unit 5 Chapter 3 (Economic)** **Resources in the United States,** 238, 241, 242, **Unit 3 Chapter 3 (Historical/Political)** **The First Amendment,** 170-176
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
• name elements of major historical, cultural, or economic themes depicted in illustrations (such as 'war' for revolution)	**Student Book**	**Unit 3 Chapter 3 (Historical theme)** **The First Amendment,** 170-176 **Unit 5 Chapter 3 (Economic theme)**

WIDA GRADE CLUSTER 9-12 Level 1 Entering	Visions Component	VISIONS INTRO
		Resources in the United States, 238-244 **Unit 7 Chapter 3 (Economic theme)** **Making a Budget** 310-318, 324 **Unit 8 Chapter 3 (Economic theme)** **Research on the Internet for Jobs & Careers,** 348-356
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• match people and places with significant periods in world history through illustrations and timelines	**Student Book**	**Unit 8 Chapter 2 (people)** **Three Scientists,** 338-346 **Unit 3 Chapter 3 (significant periods)** **The First Amendment,** 170-176 **Timelines**, 166, 305, 339
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
• label significant individuals, through illustrations or photographs, in history, politics, economics, or society	**Student Book**	**Unit 8 Chapter 2 (significant individuals)** **Three Scientists,** 338-346

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World-class **I**nstructional **D**esign and **A**ssessment

ELP 2 STANDARDS 9-12
To
Visions A

Grade Cluster 9-12 **Level 2 Beginning**	**Visions Component**	**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		
• respond (non-verbally) to questions pertaining to multiple-step classroom instructions (e.g., "What is the last word on page 45 of the dictionary?")	**Student Book**	**Multiple-step instructions** 67, 11, 27, 39, 40, 41, 51, 55, 70, 93, 104, 116, 119, 130, 142, 147, 154, 160, 161, 163, 177, 191, 219, 221, 225, 231, 264, 267, 278, 283, 289, 310, 313, 325, 327, 342, 347, 353, 377, 388, 407
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
• answer a range of questions that express personal preferences	**Student Book**	**Personal preference**, 295, 186, 187, 248, 280, 344, 348, 374, 404
	Teacher Edition	**Learning Styles, Intrapersonal** 29, 79, 109, 135, 209, 223, 233, 255, 283, 301, 345
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• match text features or web resources with their uses for	**Student Book**	**Match text features** **Captions,** 134, 141, 147;

Grade Cluster 9-12 Level 2 Beginning	Visions Component	Visions A
assignments (such as use a Table of Contents to find topics)		**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 **Web resources- on-line searches**, 345, 346, 407 68, 147, 280, 343, 344, 404
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
• complete real life forms (such as leases, applications, licenses)	**Student Book**	**Job application form**, 297
	Activity Book	**Business letter to apply for a job,** 175
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		
• select or sort sources of information based on oral descriptions and visual support	**Student Book**	**Listen, Speak, Interact**, 11, 23, 39, 51, 65, 89, 103, 115, 129, 141, 159, 173, 187, 203, 219, 239, 249, 263, 277, 295, 309, 323, 241, 359, 375, 387, 401, 308, 322, 340
Speaking- engage in oral communication in a variety of		

Grade Cluster 9-12 Level 2 Beginning	Visions Component	Visions A
situations for a variety of purposes and audiences.		
• differentiate opinions from facts related to information in visually supported magazines or newspapers read orally	**Student Book**	**Fact and opinion,** 51, 94, 96–101, 309, 344, 358, 359, 392
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• identify ideas related to author's purpose	**Student Book**	**Author's purpose**, 9, 10, 23, 37, 101, 113, 139, 140, 171, 185, 217, 259, 293, 307, 357, 397, 399
• locate key facts in graphics and texts)	**Student Book**	**Bar graphs**, 13 **Charts**, 16, 26, 40, 42, 51, 56, 68, 70, 104, 107, 115, 119, , 240, 242, 244, 250, 254, 264, 267, 278, 284, 290, 296, 300, **diagrams**, 4, 44, 141, 298, 327, 331, 332, 341, 361, 402 **Drawings,** 392 **Graphs,** 13, 27 **Maps,** 3, 41, 43, 55, 77, 93, 107, 119, 133, 175, 191, 241, 280, 292, 346; **Pie charts**, 143 **Symbols,** 267, 389 **Tables,** 10, 26, 27, 28 **Timelines**, 164, 265, 282; **Key facts in sentences** 51, 94, 96–101, 309, 344, 358, 359, 392

Grade Cluster 9-12 Level 2 Beginning	Visions Component	Visions A
	Activity Book	**Key facts in graphics**, 179, 184, 187, 208, **Key facts in sentences,** 187,
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
• express opinions or reactions to current events or issues	**Student Book**	**Express opinions** 403, 406-407 **Essay**, 403 **Letter to the editor**, 406–407 **Poster,** 408 **Speech,** 265, 404–405
• extract key phrases or sentences from written texts	**Student Book**	**Extract key phrases**, 39, 93, 141, 222, 280, 282, 341, 344, 345, 348, 404, 408 **Outline,** 134, 136–139, 282, 283, 343
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		
• select problem-solving methods and tools from oral descriptions and visual support	**Student Book**	**Math,** 13, 67, 377;
	Teacher	**Problem solving methods** 51, 69, 141, 191, 245, 289,

Grade Cluster 9-12 **Level 2 Beginning**	**Visions Component**	**Visions A**
	Edition	323, 407
	Activity Book	**Read a Bar Graph,** 176
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
• describe derived attributes and their units of measurement using pictures and notation	**Student Book**	**Summarize/describe using pictures** 330-339, 341
• describe operations that apply to problem-solving (such as determining the slopes of lines)	**Teacher Edition**	**Operations** 51, 69, 141, 191, 245, 289, 323, 407
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• identify numbers in a variety of forms and **mathematical** terms within visually supported sentences	**Student Book**	**Mathematical terms in multiplication** 377
	Activity Book	**Identify numbers,** 179, 184,

Grade Cluster 9-12 Level 2 Beginning	Visions Component	Visions A
	Teacher Edition	**Temperature (numbers in Celsius),** 333
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
• produce **math** equations or formulas from illustrations (e.g., "Use math sentences to describe equations for this figure.")	**Teacher Edition**	**Produce math equations or formulas from illustrations** 93, 207, 281, 309, 391
• produce tables, charts, or graphs from authentic data sources	**Student Book**	**Produce bar graph** 13 **Charts**, 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, 324, 326, 328, 341, 342, 344, 346, 354, 359, 360, 376, 378, 380, 388, 389, 392, 402, 406;
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		
differentiate types of physical, biological, chemical, or earth/space structures from pictures and oral statements (such as plant cells, kidneys and liver, compounds, or	**Student Book**	**Plants parts,** 131 **Solar systems**, 328, 329, 330, 331, 332, 333 334, 335, 336, 337, 338, 339, 343

Grade Cluster 9-12 **Level 2 Beginning**	**Visions Component**	**Visions A**
solar systems)		**Biological, whales,** 289, 291
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
give examples of or describe components of systems, chains, or cycles from diagrams or graphic organizers (such as functions of veins and arteries of the circulatory system)	**Student Book**	**Environment,** 133, 138, 149, **Ecosphere** 77, 78 **Food Chains** 25
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
match sources of data depicted in tables, charts, or graphs from **scientific** studies with research questions	**Student Book**	**Interpret data** 334, 332, 331, 327
	Activity Book	**Interpret data graph,** 176 **Table – Plants,** 72
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
state procedures for **scientific** experiments in biology, chemistry, physics, or earth/space **science**	**Student Book**	**Procedures in scientific experiments** 312-323, 325
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		
match regions or countries with similar political, economic, or historical significance to U.S. or world history from oral descriptions and maps	**Student Book**	**U.S. or world history** 27, 41, 55, 77, 107, 153, 163, 231, 243, 253, 267,353, 363, 379, 391
Speaking- engage in oral communication in a variety of		

Grade Cluster 9-12 **Level 2 Beginning**	**Visions Component**	**Visions A**
situations for a variety of purposes and audiences.		
list characteristics of major historical, cultural, or economic themes depicted in illustrations	**Student Book**	**Culture theme,** 73 **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 Mandala** 255, 256, 258, 262, 263 265
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
identify features of significant periods in world history from written statements and timelines	**Student Book**	**Timelines,** 164, 265, 282 **Written statements** 263
	Teacher's Resource Book	**Timelines,** 235, 246, 261, 348, 376, 384
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
outline the contributions of significant individuals in history, politics, economics, or society	**Student Book**	**Writing Workshop**- 282-283

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ELP 2 STANDARDS 9-12
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		
• respond (non-verbally) to explicit language pertaining to classroom instructions	**Student Book**	**Non-verbal responses,** 69, 117, 145, 165, 217, 343
	Teacher 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.		
• 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		
• 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

Grade Cluster 9-12 Level 3 Developing	Visions Component	Visions B
		Newspaper, 91 **Magazines,** 91 **Internet,** 76, 148, 150, 191, 216, 220, 279, 282, 346, 408, 410;
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
• 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		
• 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 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.		
• 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

Grade Cluster 9-12 Level 3 Developing	Visions Component	Visions B
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• identify ideas and supporting details related to author's purpose	**Student Book**	**Main idea and details,** 10, 36, 56, 58–67, 68, 136, 137, 168, 170–173, 266, 268–273, 274, 338, 358, 376, 388, 402;
• summarize information in graphics and texts	**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		
• produce editorial comments on current events or issues	**Student Book**	**Editorial,** 344, 335
• 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		

Grade Cluster 9-12 **Level 3 Developing**	**Visions Component**	**Visions B**
variety of situations		
• select problem-solving methods and tools to address everyday experiences described orally	**Teacher 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.		
• 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 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,
• 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 Edition	**Create bar graph from data from real- life situations ,** 343, 393 , 407
Reading- process, interpret, and evaluate written language,		

Grade Cluster 9-12 **Level 3 Developing**	**Visions Component**	**Visions B**
symbols, and text with understanding and fluency		
• classify **mathematical** functions and relationships	**Teacher 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		
• describe uses of **math** equations or formulas (e.g., "Give examples of when you would use the following…")	**Teacher Edition**	**Uses of math equations,** 363 **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,
• 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 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		

Grade Cluster 9-12 **Level 3 Developing**	**Visions Component**	**Visions B**
variety of situations		
• 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 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.		
• 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
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• 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,

Grade Cluster 9-12 **Level 3 Developing**	**Visions Component**	**Visions B**
	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		
• 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		
• 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.		
• give examples or descriptions of major historical, cultural,	**Student Book**	***Historical*** **themes in illustrations:** **Jamestown colony,** 93

Grade Cluster 9-12 **Level 3 Developing**	**Visions Component**	**Visions B**
or economic themes (depicted in illustrations or political cartoons)		**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 ***Political* 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 ***Cultural* theme in illustration:** **Native American population in rank order,**145 **Compare/contrast two cultures using media,** 147 **Describe social groups from chart,** 189
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
	Student	**Match significant periods in history with written**

Grade Cluster 9-12 Level 3 Developing	Visions Component	Visions B
• match features of significant periods in world history with written descriptions	**Book**	**descriptions:** ***Historical*** **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 ***Political*** **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		
• describe the contributions of significant individuals in	**Student Book**	**Martin Luther King, Jr. and Civil Rights,** 383, 384, 385, 387

Grade Cluster 9-12 Level 3 Developing	Visions Component	Visions B
history, politics, economics, or society		**Space Scientist program,** 267, 268, 270, 271, 272 **Louis & Clark expedition,** 354, 355, 356, 357

WIDA

World-class **I**nstructional **D**esign and **A**ssessment

ELP 3 STANDARDS 9-12

To

Visions C

Grade Level Cluster 9-12 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		
• respond (non-verbally) to idiomatic expressions pertaining to classroom instructions (e.g., "What do you do when you hit the books?")	**Student Book**	**Respond Nonverbally,** 35, 162, 215, 219, 247, 273, 276, 327, 361, 389
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
• express and defend personal preferences, opinions, or points of view	**Student Book**	**Express opinions or points of view,** 175
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• use text features or web resources to confirm information for assignments (such as indexes or glossaries)	**Student Book**	**Headings,** 220, 344, 394, 400, 401; te/397, 398, 399 **Labels,** 273, 316; te/30

Grade Level Cluster 9-12 Level 4 Expanding	Component	Visions C
		Table of contents, 220, 344, 345, 401; te/xii, 70, 150, 224, 282, 348 **Visuals,** 1, 11, 71, 145, 151, 225, 283, 349, 372 **Glossaries** 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, 242-245, 254-259, 268-271, 288-295, 304-311, 320-325, 334-337, 354-359, 368-371, 380-387, 396-399
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
• make requests, apologize, or compose or respond to e-mails or personal messages in extended paragraphs	**Student Book**	**E-mails,** 249, 403, 407
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		
• connect information from various sources based on oral discourse	**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. **Viewing Workshops** 65, 145, 219, 277, 343, 405
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		

Grade Level Cluster 9-12 **Level 4 Expanding**	**Component**	**Visions C**
• critique in detail editorials, reviews, or literary works read orally	**Student Book**	**Viewing Workshops** 65, 145, 219, 277, 343, 405 **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		
• analyze information related to author's purpose	**Student Book**	**Author's Purpose**, 9, 33, 35, 45, 59, 82, 97, 111, 125, 139, 173, 187, 213, 295, 311, 359, 371, 394, 401
• make generalizations from explicit and implicit literary texts	**Student Book**	**Make generalizations**, 10, 188
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
• rewrite stories on current events or issues in different time frames	**Student Book**	**Rewrite stories on events and issues** 49, 148, 220, 222, 280, 408
• summarize notes from written texts in paragraph form	**Student Book**	**Summarize,** 34, 65, 148, 192, 200, 201, 273, 276, 280, 299, 330, 346, 378, 403;
Standard 3 **English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.**		

Grade Level Cluster 9-12 **Level 4 Expanding**	**Component**	**Visions C**
Listening – process and understand spoken language in a variety of situations		
• select problem-solving methods and tools from extended oral discourse	**Student Book**	**Select problem-solving methods,** 203, 313, 365
	Teacher Edition	**Select problem-solving methods,** 3, 145, 195, 207, 237, 373, 313, 345,
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
• discuss the use derived attributes presented orally from text-based **math** problems	**Student Book**	**Attributes in math problems:** **Measurements metric/US,** 13, **Time/Zones,** 191 **Distance/time,** 203, 313 **Currency,** 365
	Teacher Edition	**Attributes in math problems:** **Height/length,** 3 **Wages/ days,** 207 **Measurements metric/US,** 373 **Distance/ Time,** 313
	Teacher	**Math related real life situations,**

Grade Level Cluster 9-12 **Level 4 Expanding**	**Component**	**Visions C**
• discuss the relevance/usefulness of **math**-related, real life situations	**Edition**	**Floor plans & measurements,** 373 **Calculate wages,** 207
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• compare/contrast **mathematical** functions and relationships in word problems	**Student Book**	**Word problems and functions:** 203, 313, 365
	Teacher Edition	**Word problems and functions:** 3, 207, 373, 313
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
• describe **math** equations or formulas along with steps involved in problem solving (e.g., "If…then")	**Teacher Edition**	**Equations or formulas** 113, 145, 195, 207, 237, 373, 313, 345
	Student Book	**Equations or formulas,** 203, 313
• interpret tables, charts, or graphs embedded in text	**Student Book** **Teacher**	**Interpret tables, charts, or graphs,** 13, 37, 191, 203, 365 **Create & interpret tables, charts, or graphs,**

Grade Level Cluster 9-12 **Level 4 Expanding**	**Component**	**Visions C**
	Edition	67, 155, 163, 179, 195, 273, 237, 241, 373, 345
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		
• compare/contrast the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as fossils/genetics or boiling/ melting points)	**Student Book**	**Functions of related structures**: **Brain/ body** 32, **Planets/ space,** 193 **Equator/ hemispheres,** 239 **Pounds/ Pressure**, 189
	Activity Book	**Living/Nonliving things,** 152 **Resources- renewable/nonrenewable,** 120
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		
• discuss how systems, chains or cycles are interdependent (such as ecosystems or respiratory systems)	**Student Book**	**Systems, chains, cycles:** **Brain (limbic system),** 32 **Water cycle,** 227 **Life cycles,** 270, 280
	Activity Book	**Water Cycle,** 128
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• interpret data presented in text and tables in **scientific** studies	**Student Book**	**Interpret data on charts/ tables:** 32, 143, 193, 227, 239, 265, 270, 275
	Teacher Edition	**Interpret data on charts/ tables,** 133, 377

Grade Level Cluster 9-12 **Level 4 Expanding**	**Component**	**Visions C**
	Activity Book	**Data on charts/ tables,** 216
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
• interpret findings gleaned from data from **scientific** experiments	**Teacher Edition**	**Interpret findings from scientific data,** 133, 377
	Student Edition	**Interpret findings from scientific data, Living/Nonliving things Chart ,** 152
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		
• compare/contrast countries and regions that have economic, political, or historical significance to U.S. or world history from oral reading	**Student Book**	**Korea & Japan- World War II,** 317 **Civil War -** 301 **Frontier days (west)** 205
	Activity Book	**Economic regions and migrant workers,** 144
Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.		

Grade Level Cluster 9-12 **Level 4 Expanding**	**Component**	**Visions C**
• explain how major historical, cultural, or economic themes (depicted in illustrations or political cartoons) have changed our lives	**Student Book**	**Settlement of West,** 220 **Civil rights, freedom** 287-295 **Civil War – freedom** 301 **Gold Rush,** 205 **World War II,** 317
Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency		
• compare/contrast significant periods in world history based on **social studies** text	**Student Book**	**Periods:** **Dutch settlement in New York State,** 51 **Civil War** 301 **Gold Rush,** 205 **World War II,** 317
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences		
• discuss how significant individuals have impacted history, politics, economics, or society	**Student Book**	**Abraham Lincoln** 303-311, **Rosa Parks civil rights movement,** 287-295