

**The Oxford *Picture Dictionary for the Content Area*
correlated to
World-class Instructional Design and Assessment (WIDA)
Listening Standards
Grades 6-8**

GRADE LEVEL CLUSTER 6-8	
WIDA Standards	Picture Dictionary for the Content Area
Domain: <i>LISTENING</i> — process, understand, interpret, and evaluate spoken language in a variety of situations	
<i>Social and Instructional</i>	
Level 1 Entering	
<ul style="list-style-type: none"> • identify needed resources to complete assignments based on pictures and oral statements (such as pencils, rulers, or computers) • follow commands or identify positive and negative behaviors from illustrations and oral statements (such as in school, on the playground, in gym class, or on the bus) 	<p>Picture Dictionary: pg. 2, 3, 4, 5, 20, 21, 68, 69, 116, 117, 118, 119, 120, 121, 123, 124, 128, 129 Workbook: pg. 1, 2, 10, 34, 58, 59, 60 Teacher's Book: pg. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58 (examples of this skill can be found in all topics)</p>
<i>Social and Instructional</i>	
Level 2 Beginning	
<ul style="list-style-type: none"> • match needed resources with types of assignments based on pictures and oral statements (such as calculators or math books) • role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as sports rules or turn taking) 	<p>Picture Dictionary: pg. 2, 3, 4, 5, 6, 7, 20, 21, 36, 37, 108, 109, 110, 111, 116, 117, 118, 119, 120, 121, 128, 129 Workbook: pg. 1, 2, 3, 10, 55 Teacher's Book: pg. 40, 72, 92, 220, 232, 240</p>
<i>Social and Instructional</i>	
Level 3 Developing	
<ul style="list-style-type: none"> • categorize needed resources with types of assignments based on pictures and oral descriptions • role play positive ways of interacting socially and culturally based on oral descriptions 	<p>Picture Dictionary: pg. 2, 3, 4, 5, 20, 21, 68, 69, 116, 117, 118, 119, 120, 121, 123, 124, 128, 129 Workbook: pg. 1, 2, 10, 34, 58, 59, 60 Teacher's Book: pg. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58 (examples of this skill can be found in all topics)</p>
<i>Social and Instructional</i>	
Level 4 Expanding	
<ul style="list-style-type: none"> • analyze assignments and match with needed resources based on oral discourse • role play or identify situations of peer pressure based on oral descriptions 	<p>Picture Dictionary: pg. 2, 3, 4, 5, 20, 21, 68, 69, 116, 117, 118, 119, 120, 121, 123, 124, 128, 129 Workbook: pg. 1, 2, 10, 34, 58, 59, 60 Teacher's Book: pg. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26,</p>

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Grades 6-8**

	27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58 (examples of this skill can be found in all topics)
<i>Social and Instructional</i>	
Level 5 Bridging	
<ul style="list-style-type: none"> • evaluate and select the most appropriate resources needed to complete assignments based on oral discourse • role play consequences of succumbing to peer pressure based on oral scenarios 	<p>Picture Dictionary: pg. 2, 3, 4, 5, 20, 21, 68, 69, 116, 117, 118, 119, 120, 121, 123, 124, 128, 129</p> <p>Workbook: pg. 1, 2, 10, 34, 58, 59, 60</p> <p>Teacher's Book: pg. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58 (examples of this skill can be found in all topics)</p>

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Math	
Level 1 Entering	
<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 ___?”) • identify language associated with measures of central tendency displayed visually (such as range, the distance from one place to another) 	<p>Picture Dictionary: pg. (teacher opportunity to introduce) 110, 111, 118, 119, 120, 121 Workbook: pg. (teacher opportunity) 55, 59, 60 Teacher’s Book: pg (teacher opportunity) 218, 220, 221, 234, 235, 236</p>
Math	
Level 2 Beginning	
<ul style="list-style-type: none"> • follow multi-step directions to identify proportional representation in graphs • depict graphically examples of measures of central tendency based on oral directions 	<p>Picture Dictionary: pg. (teacher opportunity) 118, 119 Workbook: pg. (teacher opportunity) 59 Teacher’s Book: pg. (teacher opportunity) 236</p>
Math	
Level 3 Developing	
<ul style="list-style-type: none"> • match examples of uses of proportion with oral descriptions (such as interest or taxes; e.g., “If...then...”) • select appropriate measures of central tendency based on visual and oral descriptions of real-life situations 	<p>Picture Dictionary: pg. (teacher opportunity) 118, 119 Workbook: pg. (teacher opportunity) 59 Teacher’s Book: pg. (teacher opportunity) 236</p>
Math	
Level 4 Expanding	
<ul style="list-style-type: none"> • analyze and apply the use of proportion from oral word problems • make predictions about estimates based on measures of central tendency from oral scenarios 	<p>Picture Dictionary: pg. (teacher opportunity) 118, 119 Workbook: pg. (teacher opportunity) 59 Teacher’s Book: pg. (teacher opportunity) 236</p>
Math	
Level 5 Bridging	
<ul style="list-style-type: none"> • evaluate ways of using proportion to solve grade level oral word problems • make inferences about uses of measures of central tendency from oral scenarios of grade level materials 	<p>Picture Dictionary: pg. (teacher opportunity) 118, 119 Workbook: pg. (teacher opportunity) 59 Teacher’s Book: pg. (teacher opportunity) 236</p>

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Language Arts	
Level 1 Entering	
<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”) match oral commands with learning strategies represented visually (such as fill in bubbles on answer sheets) 	<p>Picture Dictionary: pg. 123 Workbook: pg. (teacher opportunity) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 (more examples on all workbook pages) Teacher’s Book: pg. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58 (examples of this skill can be found in all topics)</p>
Language Arts	
Level 2 Beginning	
<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.”) follow oral directions associated with learning strategies represented visually (such as use of multiple-choice format) 	<p>Picture Dictionary: pg. (teacher opportunity) 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 123 Workbook: pg. (teacher opportunity) 19, 20, 21, 22, 23, 24, 25, 26, 27 Teacher’s Book: pg. (teacher opportunity) 76, 80, 84, 88, 92, 96, 100, 104, 408</p>
Language Arts	
Level 3 Developing	
<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) follow oral directions in using learning strategies (such as “Answer easy questions first on tests.”) 	<p>Picture Dictionary: pg. (teacher opportunity) 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 123 Workbook: pg. (teacher opportunity) 19, 20, 21, 22, 23, 24, 25, 26, 27 Teacher’s Book: pg. (teacher opportunity) 76, 80, 84, 88, 92, 96, 100, 104, 408</p>
Language Arts	
Level 4 Expanding	
<ul style="list-style-type: none"> analyze use of literary devices related to different time frames found in short stories read orally practice identifying and using learning strategies associated with oral discourse 	<p>Picture Dictionary: pg. (teacher opportunity) 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 123 Workbook: pg. (teacher opportunity) 19, 20, 21, 22, 23, 24, 25, 26, 27 Teacher’s Book: pg. (teacher opportunity) 76, 80, 84, 88, 92, 96, 100, 104, 408</p>
Language Arts	
Level 5 Bridging	
<ul style="list-style-type: none"> interpret use of literary devices related to different time frames from grade level language arts oral reading 	<p>Picture Dictionary: pg. (teacher opportunity) 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 123</p>

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<ul style="list-style-type: none">• use multiple learning strategies associated with grade level oral discourse	Workbook: pg. (teacher opportunity) 19, 20, 21, 22, 23, 24, 25, 26, 27 Teacher's Book: pg. (teacher opportunity) 76, 80, 84, 88, 92, 96, 100, 104, 408
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<i>Science</i>	
Level 1 Entering	
<ul style="list-style-type: none"> match science domains or their tools with pictures from oral statements (such as earth, life, or physical science) match oral statements of scientific facts with illustrations (e.g., “White is made up of all colors.”) 	<p>Picture Dictionary: pg. 60, 61, 62, 63, 64, 65, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 98, 99, 100, 101</p> <p>Workbook: pg. 30, 31, 32, 34, 35, 36, 39, 40, 41, 42, 43, 44, 45, 46, 47, 49, 50</p> <p>Teacher’s Book: pg. 118, 119, 120, 121, 1122, 123, 124, 125, 126, 127, 128, 129, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 194, 195, 196, 197, 198, 199</p>
<i>Science</i>	
Level 2 Beginning	
<ul style="list-style-type: none"> categorize science domains or their tools with pictures and words from oral directions (such as a telescope and sun dial go with the heavens) create scientific models based on illustrations and oral directions (e.g., “Show how light or sound travels;” “Show how the earth goes around the sun.”) 	<p>Picture Dictionary: pg. (teacher opportunity) 68, 69, 98, 99, 100, 101, 102, 103</p> <p>Workbook: pg. (teacher opportunity) 34, 49, 50, 51</p> <p>Teacher’s Book: pg. 136, 196, 200, 204</p>
<i>Science</i>	
Level 3 Developing	
<ul style="list-style-type: none"> identify science domains or their tools from oral descriptions of examples classify examples of properties (of light, sound, stars or planets) based on illustrations and oral directions 	<p>Picture Dictionary: pg. (teacher opportunity) 68, 69, 98, 99, 100, 101, 102, 103</p> <p>Workbook: pg. (teacher opportunity) 34, 49, 50, 51</p> <p>Teacher’s Book: pg. 136, 196, 200, 204</p>
<i>Science</i>	
Level 4 Expanding	
<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) apply oral descriptions of properties (of light, sound, stars or planets) to everyday life 	<p>Picture Dictionary: pg. (teacher opportunity) 68, 69, 98, 99, 100, 101, 102, 103</p> <p>Workbook: pg. (teacher opportunity) 34, 49, 50, 51</p> <p>Teacher’s Book: pg. 136, 196, 200, 204</p>
<i>Science</i>	
Level 5 Bridging	

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<ul style="list-style-type: none">• give examples of science domains or their tools from oral reading of grade level science text• seek explanations of the properties (of light, sound, stars or planets) through oral scenarios	<p>Picture Dictionary: pg. (teacher opportunity) 68, 69, 98, 99, 100, 101, 102, 103</p> <p>Workbook: pg. (teacher opportunity) 34, 49, 50, 51</p> <p>Teacher's Book: pg. 136, 196, 200, 204</p>
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<i>Social Studies</i>	
Level 1 Entering	
<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.”) • locate places using a variety of geographic representations (such as globes, maps, aerial photos, or satellite images) from oral commands 	<p>Picture Dictionary: pg. 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37</p> <p>Workbook: pg. 10, 11, 12, 13, 14, 15, 16, 17, 18, 53, 54</p> <p>Teacher’s Book: pg. 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 210, 211, 212, 213, 214, 215, 216, 217</p>
<i>Social Studies</i>	
Level 2 Beginning	
<ul style="list-style-type: none"> • locate resources or products on maps or graphs from oral descriptions (e.g., “Show where corn is grown.”) • select appropriate maps to identify regions, countries, or land forms from oral statements 	<p>Picture Dictionary: pg. 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 104, 105, 106, 107, 128, 129</p> <p>Workbook: pg. (teacher opportunity) 10, 11, 12, 13, 14, 15, 16, 17, 18, 52, 53</p> <p>Teacher’s Book: pg. 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 206, 207, 208, 209, 210, 211, 212, 213</p>
<i>Social Studies</i>	
Level 3 Developing	
<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.”) • select appropriate maps based on oral information about regions, countries, land forms, or highways 	<p>Picture Dictionary: pg. 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 104, 105, 106, 107, 128, 129</p> <p>Workbook: pg. (teacher opportunity) 10, 11, 12, 13, 14, 15, 16, 17, 18, 52, 53</p> <p>Teacher’s Book: pg. 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 206, 207, 208, 209, 210, 211, 212, 213</p>
<i>Social Studies</i>	
Level 4 Expanding	
<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.”) • compare and contrast different types of maps from oral descriptions 	<p>Picture Dictionary: pg. 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 104, 105, 106, 107, 128, 129</p> <p>Workbook: pg. (teacher opportunity) 10, 11, 12, 13, 14, 15, 16, 17, 18, 52, 53</p> <p>Teacher’s Book: pg. 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 206, 207, 208, 209, 210, 211, 212, 213</p>
<i>Social Studies</i>	
Level 5 Bridging	
<ul style="list-style-type: none"> • draw conclusions about resources or 	<p>Picture Dictionary: pg. 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 104, 105, 106,</p>

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<p>products in various regions based on oral descriptions (e.g., “There is more manufacturing near rivers.”)</p> <ul style="list-style-type: none">• evaluate the usefulness of different types of maps for different purposes from oral descriptions	<p>107, 128, 129</p> <p>Workbook: pg. (teacher opportunity) 10, 11, 12, 13, 14, 15, 16, 17, 18, 52, 53</p> <p>Teacher’s Book: pg. 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 206, 207, 208, 209, 210, 211, 212, 213</p>
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