

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

GRADE LEVEL CLUSTER 6-8	
WIDA Standards	Picture Dictionary for the Content Area
Domain: <i>READING</i> — process, interpret, and evaluate written language, symbols, and text with understanding and fluency	
<i>Social and Instructional</i>	
Level 1 Entering	
<ul style="list-style-type: none"> • locate facts or information on socially-related topics (such as the school dance) • match everyday information to visuals • search topics of interest on the Internet or in libraries 	Picture Dictionary: pg. 2, 4, 6, 8, 10, 12, 14, 16, 18, 60, 124, 125, 126, 127 Workbook: pg. 1, 2, 3, 4, 5, 6, 7, 8, 9, 30 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, 118, 119, 120, 121
<i>Social and Instructional</i>	
Level 2 Beginning	
<ul style="list-style-type: none"> • connect facts or information on socially-related topics to examples • identify main idea from everyday information supported by visuals • classify topics identified through hypermedia or multiple sources 	Picture Dictionary: pg. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 123, 124, 126, 127 Workbook: pg. 1, 2, 3, 4, 5, 6, 7, 8, 9 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
<i>Social and Instructional</i>	
Level 3 Developing	
<ul style="list-style-type: none"> • compare/contrast facts or information on socially-related topics • summarize everyday information, supported by visuals (such as on billboards, ads, or instructions) • sort relevant from irrelevant information on topics gathered from the Internet or libraries 	Picture Dictionary: pg. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 123, 124, 126, 127 Workbook: pg. 1, 2, 3, 4, 5, 6, 7, 8, 9 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
<i>Social and Instructional</i>	
Level 4 Expanding	
<ul style="list-style-type: none"> • interpret facts or information on socially-related topics • identify details or related information that support the main idea • arrange information on topics gathered from the Internet or libraries in logical order 	Picture Dictionary: pg. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 123, 124, 126, 127 Workbook: pg. 1, 2, 3, 4, 5, 6, 7, 8, 9 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

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<i>Social and Instructional</i>	
Level 5 Bridging	
<ul style="list-style-type: none"> • apply facts or information on socially-related topics to new situations • infer what to do based on everyday information • reread information on topics gathered from the Internet or libraries to confirm or summarize sequence 	<p>Picture Dictionary: pg. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 123, 124, 126, 127</p> <p>Workbook: pg. 1, 2, 3, 4, 5, 6, 7, 8, 9</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</p>

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Language Arts	
Level 1 Entering	
<ul style="list-style-type: none"> • locate organizational features of visually supported texts (such as headings, paragraphs, or format) • respond to literal questions from illustrations or visually supported text • identify word patterns in context • identify words or phrases supported by illustrations associated with various genres 	<p>Picture Dictionary: pg. 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121</p> <p>Workbook: pg. 4, 6, 10, 13, 14, 18, 20, 22, 26, 27, 33, 46</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>
Language Arts	
Level 2 Beginning	
<ul style="list-style-type: none"> • differentiate among organizational features of texts (such as indices and glossaries) • predict outcomes from visually supported text • use knowledge of affixes or root words to determine meaning in context • match vocabulary in context, supported by illustrations, associated with excerpts of genres read orally (e.g., the flying horse) 	<p>Picture Dictionary: pg. v, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140</p> <p>Teacher's Book: pg. 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261</p>
Language Arts	
Level 3 Developing	
<ul style="list-style-type: none"> • use organizational features of texts to glean main ideas (such as bold print) • confirm predictions and make generalizations from visually supported, explicit text • use context clues to determine word meanings (such as for homonyms or metaphors) • predict types of genres based on language structures integrated into text or oral description (e.g., a long time ago, in ancient Greece) 	<p>Picture Dictionary: pg. 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121</p> <p>Teacher's Book: pg. 2, 5, 6, 9, 10, 13, 14, 17, 18, 21, 22, 25, 26, 29, 30, 33, 34, 37, 38, 41, 42, 45, 46, 49, 50, 53, 54, 57, 58, 61, 64, 67, 68, 71, 72, 75, (more examples found in <u>Content Reading and Literature</u>)</p>

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<i>Language Arts</i>	
Level 4 Expanding	
<ul style="list-style-type: none"> • use organizational features of texts to compare/contrast ideas • make inferences from text • identify figures of speech (such as similes, alliteration, or personification) • match summaries with excerpts from genres read orally or in writing (such as mythology, science fiction, or ballads) 	<p>Picture Dictionary: pg. 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121</p> <p>Teacher’s Book: pg. 2, 5, 6, 9, 10, 13, 14, 17, 18, 21, 22, 25, 26, 29, 30, 33, 34, 37, 38, 41, 42, 45, 46, 49, 50, 53, 54, 57, 58, 61, 64, 67, 68, 71, 72, 75, (more examples found in <u>Content Reading and Literature</u>)</p>
<i>Language Arts</i>	
Level 5 Bridging	
<ul style="list-style-type: none"> • apply knowledge of organizational features of texts to summarize ideas • draw conclusions from explicit and implicit text • apply knowledge of structural analysis, cognates, or context to determine word meanings • infer types of genres associated with written descriptions or summaries from grade level language arts text 	<p>Picture Dictionary: pg. 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121</p> <p>Teacher’s Book: pg. 2, 5, 6, 9, 10, 13, 14, 17, 18, 21, 22, 25, 26, 29, 30, 33, 34, 37, 38, 41, 42, 45, 46, 49, 50, 53, 54, 57, 58, 61, 64, 67, 68, 71, 72, 75, (more examples found in <u>Content Reading and Literature</u>)</p>

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Math	
Level 1 Entering	
<ul style="list-style-type: none"> • match vocabulary needed for problem solving with graphics, symbols, or figures • compare values noted on everyday products (such as nutritional facts, serving sizes, or % daily use) 	<p>Picture Dictionary: pg. 110, 112, 114, 116, 118, 120, 122</p> <p>Workbook: pg. 55, 56, 57, 58, 59, 60</p> <p>Teacher's Book: pg. 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241</p>
Math	
Level 2 Beginning	
<ul style="list-style-type: none"> • classify written examples supported visually of math procedures used in real world problems (such as perimeter or area) • follow listed instructions that involve hands-on math (such as games or recipes from cookbooks or the Internet) 	<p>Picture Dictionary: pg. 114, 115</p> <p>Teacher's Book: pg. 226, 227, 228, 229</p>
Math	
Level 3 Developing	
<ul style="list-style-type: none"> • classify written examples of math procedures used in text-based problems • follow instructions that involve hands-on math (such as from sewing kits or alarm clocks) 	<p>Picture Dictionary: pg. (teacher opportunity) 110, 111, 115</p> <p>Teacher's Book: pg. 219, 220, 221, 223, 227, 228, 231, 232</p>
Math	
Level 4 Expanding	
<ul style="list-style-type: none"> • order steps of procedures involved in problem solving using sequential language • follow instructions to determine when and how to apply percent in real life situations (such as sales or food tax, interest rates, or tips) 	<p>Picture Dictionary: pg. (teacher opportunity) 111</p> <p>Teacher's Book: pg. 219, 220, 223, 227, 228, 232, (teacher opportunity) 240</p>
Math	
Level 5 Bridging	
<ul style="list-style-type: none"> • select reasons for the uses of procedures in grade level math problems • follow instructions that require interpretation of various representations of numbers (such as percent, decimals, or scientific notation) 	<p>Teacher's Book: pg. 219, 220, 223, 227, 228, 232, (teacher opportunity) 240</p>

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Science	
Level 1 Entering	
<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 ___.”) chart time and places of natural disasters (such as hurricanes, tornadoes, floods, typhoons, or earthquakes) based on headlines and pictures 	<p>Picture Dictionary: pg. 60, 61, 62, 63, 70, 71, 100, 101, 108, 109 Workbook: pg. 30, 31, 35, 50, 54 Teacher’s Book: pg. 118, 119, 120, 121, 122, 123, 124, 125, 138, 139, 140, 141, 198, 199, 200, 201, 216, 217</p>
Science	
Level 2 Beginning	
<ul style="list-style-type: none"> match pictures and phrases descriptive of systems or processes with vocabulary (such as mitosis or the nitrogen cycle; e.g., “__ goes with __.”) respond to WH-questions regarding natural disasters based on graphic organizers and pictures 	<p>Picture Dictionary: pg. 60, 61, 62, 63, 70, 71, 100, 101, 108, 109 Workbook: pg. 30, 31, 35, 50, 54 Teacher’s Book: pg. 118, 119, 120, 121, 122, 123, 124, 125, 138, 139, 140, 141, 198, 199, 200, 201, 216, 217</p>
Science	
Level 3 Developing	
<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...”) identify characteristics and conditions related to natural disasters based on text and pictures 	<p>Picture Dictionary: pg. 60, 61, 62, 63, 70, 71, 100, 101, 108, 109 Workbook: pg. 30, 31, 35, 50, 54 Teacher’s Book: pg. 118, 119, 120, 121, 122, 123, 124, 125, 138, 139, 140, 141, 198, 199, 200, 201, 216, 217</p>
Science	
Level 4 Expanding	
<ul style="list-style-type: none"> identify systems or processes from descriptions from science text (e.g., “As a result of ___; ___ is caused by ___.”) compare natural disasters using multiple written sources, including the Internet and graphic organizers 	<p>Picture Dictionary: pg. 60, 61, 62, 63, 70, 71, 100, 101, 108, 109 Workbook: pg. 30, 31, 35, 50, 54 Teacher’s Book: pg. 118, 119, 120, 121, 122, 123, 124, 125, 138, 139, 140, 141, 198, 199, 200, 201, 216, 217</p>
Science	
Level 5 Bridging	
<ul style="list-style-type: none"> identify functions of systems or processes from grade level science text (e.g., “In order to ____, it is necessary to ____.”) 	<p>Picture Dictionary: pg. 60, 61, 62, 63, 70, 71, 100, 101, 108, 109 Workbook: pg. 30, 31, 35, 50, 54</p>

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<ul style="list-style-type: none">• interpret impact of natural disasters on people and places from grade level text	Teacher's Book: pg. 118, 119, 120, 121, 122, 123, 124, 125, 138, 139, 140, 141, 198, 199, 200, 201, 216, 217
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Social Studies	
Level 1 Entering	
<ul style="list-style-type: none"> • identify rights or responsibilities of people in the U.S. or other countries through illustrations, labels, or phrases • chart trends based on statements with graphic support (such as changes in crop production or population shifts over a five-year period) 	Picture Dictionary: pg. 18, 118, 119 Workbook: pg. 9, 59 Teacher’s Book: pg. 34, 35, 36, 37, 234, 235, 236, 237
Social Studies	
Level 2 Beginning	
<ul style="list-style-type: none"> • match the rights or responsibilities of people in the U.S. or other countries with illustrations and written statements • compare data based on same year information from text and charts (e.g., “Which state has the most people today?”) 	Picture Dictionary: pg. 18, 118, 119 Workbook: pg. 9, 59 Teacher’s Book: pg. 34, 35, 36, 37, 234, 235, 236, 237
Social Studies	
Level 3 Developing	
<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 • compare data from year-to-year based on information from text and charts (e.g., “Which crop is produced less today than 5 years ago?”) 	Picture Dictionary: pg. 18, (teacher opportunity) 118, 119 Workbook: pg. 9, (teacher opportunity) 59 Teacher’s Book: pg. 34, 35, 36, 37, (teacher opportunity) 234, 235, 236, 237
Social Studies	
Level 4 Expanding	
<ul style="list-style-type: none"> • analyze the rights or responsibilities of people in the U.S. or other countries from social studies text • predict data for upcoming years based on information from text and charts (e.g., “If this trend continues, which state will have the most people in 5 years?”) 	Picture Dictionary: pg. 18, (teacher opportunity) 118, 119 Workbook: pg. 9, (teacher opportunity) 59 Teacher’s Book: pg. 34, 35, 36, 37, (teacher opportunity) 234, 235, 236, 237
Social Studies	
Level 5 Bridging	
<ul style="list-style-type: none"> • infer the rights or responsibilities of people in the U.S. or other countries from grade level social studies text 	Picture Dictionary: pg. 18, (teacher opportunity) 118, 119 Workbook: pg. 9, (teacher opportunity) 59

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<ul style="list-style-type: none">• interpret data from year-to-year based on information from grade level text and charts (e.g., “Why do you think X crop has increased over the past 5 years?”)	Teacher’s Book: pg. 34, 35, 36, 37, (teacher opportunity) 234, 235, 236, 237
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