

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

GRADE LEVEL CLUSTER 3-5	
WIDA Standards	Picture Dictionary for the Content Area
Domain: <i>WRITING</i> — engage in written communication in a variety of forms for a variety of purposes and audiences	
<i>Social and Instructional</i>	
Level 1 Entering	
<ul style="list-style-type: none"> • make lists of words associated with school subjects • respond to requests, invitations, “to do” lists through pictures and words 	<p>Picture Dictionary: pg. 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, 59, 60, 61, 62, 63, 64, 65, 66, 67, 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, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122</p> <p>Workbook: pg. 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, 59, 60</p> <p>Teacher’s Book: pg. 34, 35, 36, 38, 39, 40, 42, 43, 44, 46, 47, 48, 50, 51, 52, 54, 55, 56, 58, 59, 60, 62, 63, 64, 66, 67, 68, 70, 71, 72, 74, 75, 76, 78, 79, 80, 82, 83, 84, 86, 87, 88, 90, 91, 92, 94, 95, 96, 98, 99, 100</p>
<i>Social and Instructional</i>	
Level 2 Beginning	
<ul style="list-style-type: none"> • outline or complete organizers with school schedule and subjects • respond to and initiate emails, messages, postcards, or notes to friends 	<p>Picture Dictionary: pg.(teacher opportunity) 2, 3, 4, 5</p> <p>Workbook: pg. (teacher opportunity) 1, 2</p> <p>Teacher’s Book: pg. (teacher opportunity) 4, 8</p>
<i>Social and Instructional</i>	
Level 3 Developing	
<ul style="list-style-type: none"> • describe a typical school day and discuss favorite school subjects • respond to and initiate ads, suggestions, announcements, journal entries, complaints, apologies, or thank you notes 	<p>Picture Dictionary: pg.(teacher opportunity) 2, 3, 4, 5</p> <p>Workbook: pg. (teacher opportunity) 1, 2</p> <p>Teacher’s Book: pg. (teacher opportunity) 4, 8</p>
<i>Social and Instructional</i>	
Level 4 Expanding	
<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...”) • respond to and initiate raps, songs, poetry, or prose 	<p>Picture Dictionary: pg. 2, 3, 4, 5</p> <p>Workbook: pg. 1, 2</p> <p>Teacher’s Book: pg. 2, 3, 4, 5, 6, 7, 8, 9, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52, 56, 60, 64, 68, 72, 76, 80, 84, 88, 92, 96, 100, 104, 108, 112, 116, 120, 124, 126, 130 (more examples can be found in <u>Chants</u> and <u>Extension</u>)</p>

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<i>Social and Instructional</i>	
Level 5 Bridging	
<ul style="list-style-type: none"> • write a proposal to add school subjects and give reasons for choices • respond to and initiate humor or language that contains multiple meanings 	<p>Picture Dictionary: pg. 2, 3, 4, 5 Workbook: pg. 1, 2 Teacher's Book: pg. 2, 3, 4, 5, 6, 7, 8, 9, 12, 16, 20</p>

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Language Arts	
Level 1 Entering	
<ul style="list-style-type: none"> • produce symbols, words, or phrases to convey basic information • use bilingual or picture dictionaries to generate language relevant to the task • use graphic organizers to brainstorm words or phrases associated with writing topics (such as semantic webs) 	<p>Picture Dictionary: pg. 2, 4, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, (more examples can be found on each vocabulary page)</p> <p>Workbook: pg. 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)</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"> • produce notes, construct charts or graphic organizers to convey information • use computers, peers, or models to check spelling or grammar • use graphic organizers to plan writing (such as T charts) 	<p>Picture Dictionary: pg. 2, 4, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, (more examples can be found on each vocabulary page)</p> <p>Workbook: pg. 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)</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 3 Developing	
<ul style="list-style-type: none"> • construct paragraphs to convey information (such as produce journal entries) • engage in peer editing using checklists during process writing • select and use graphic organizers to present ideas for writing (such as Venn diagrams) 	<p>Picture Dictionary: pg. (teacher opportunity to use vocab to produce writing) 2, 4, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, (more examples can be found on each vocabulary page)</p> <p>Workbook: pg. (teacher opportunity) 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 (more examples on all workbook pages)</p> <p>Teacher's Book: pg. 3, 4, 7, 8, 11, 12, 15, 16, 19, 20, 23, 24, 27, 28, 31, 32, 35, 36, 39, 40 (more examples of exchange found in <u>Content</u> and <u>Extension</u>)</p>
Language Arts	
Level 4 Expanding	
<ul style="list-style-type: none"> • create original ideas by synthesizing information 	<p>Picture Dictionary: pg 2, 4, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44,</p>

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<ul style="list-style-type: none"> • use thesauruses, dictionaries, or checklists for self-editing during process writing • use graphic organizers to reflect on writing (such as KWL charts) 	<p>46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, (more examples can be found on each vocabulary page) Workbook: pg. 1, 2, 3, 4, 4, 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. 3, 4, 7, 8, 11, 12, 15, 16, 19, 20, 23, 24, 27, 28, 31, 32, 35, 36, 39, 40 (more examples of exchange found in <u>Content</u> and <u>Extension</u>)</p>
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Language Arts

Level 5 Bridging

<ul style="list-style-type: none"> • defend positions or stances using original ideas with supporting details • use rubrics to self- assess process writing • evaluate self or peer writing by comparing information on graphic organizers to that in pieces 	<p>Picture Dictionary: pg 2, 4, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, (more opportunities for vocab development in writing can be found on each vocabulary page) Workbook: pg. 1, 2, 3, 4, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 (more examples for teacher opportunity on all workbook pages) Teacher’s Book: pg. 3, 4, 7, 8, 11, 12, 15, 16, 19, 20, 23, 24, 27, 28, 31, 32, 35, 36, 39, 40 (more examples of exchange found in <u>Content</u> and <u>Extension</u>)</p>
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Math	
Level 1 Entering	
<ul style="list-style-type: none"> show pictorial representation and label math terms (such as parts of whole numbers, algebraic equations or geometrical relations) record and label outcomes of events involving chance (such as coin flips or rolling cubes) 	<p>Picture Dictionary: pg. 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 122</p> <p>Workbook: pg. 55, 56, 57, 58, 59</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</p>
Math	
Level 2 Beginning	
<ul style="list-style-type: none"> express the meaning and give examples of math terms (such as area, perimeter, angles, or patterns) shown graphically estimate probability with words or illustrations from a sample of observed outcomes 	<p>Picture Dictionary: pg. 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 122</p> <p>Workbook: pg. 55, 56, 57, 58, 59</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</p>
Math	
Level 3 Developing	
<ul style="list-style-type: none"> state step-by-step process of math operations, procedures, patterns, or functions estimate probability with sentences and illustrations from a sample of observed outcomes and describe results 	<p>Picture Dictionary: pg. 110, 111, 118, 119, 122</p> <p>Workbook: pg. 55, 59</p> <p>Teacher's Book: pg. 218, 219, 220, 221, 234, 235, 236, 237</p>
Math	
Level 4 Expanding	
<ul style="list-style-type: none"> write everyday math word problems and explain problem-solving strategies describe combinations possible based on probability 	<p>Picture Dictionary: pg. 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 122</p> <p>Workbook: pg. 55, 56, 57, 58, 59</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</p>
Math	
Level 5 Bridging	
<ul style="list-style-type: none"> summarize, reason, predict, and compare/contrast math information or problem-solving strategies explain and justify which combinations are most likely based on probability 	<p>Picture Dictionary: pg. 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 122</p> <p>Workbook: pg. 55, 56, 57, 58, 59</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</p>

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Science	
Level 1 Entering	
<ul style="list-style-type: none"> • identify forms of energy and everyday examples depicted visually (such as light, sound, heat) • make posters or label diagrams related to scientific questions (such as force or motion) 	Picture Dictionary: pg. 98, 100 Workbook: pg. 49, 50 Teacher’s Book: pg. 194, 195, 196, 197, 198, 199, 200, 201
Science	
Level 2 Beginning	
<ul style="list-style-type: none"> • describe and draw examples of forms of energy • make posters or label diagrams following the scientific method 	Picture Dictionary: pg. 98, 100 Workbook: pg. 49, 50 Teacher’s Book: pg. 194, 195, 196, 197, 198, 199, 200, 201
Science	
Level 3 Developing	
<ul style="list-style-type: none"> • compare/contrast two forms of energy (e.g., “ ___ and ___ are alike/different in these ways.”) • create science exhibits with statements for each step of the scientific method 	Picture Dictionary: pg. 98, 100 Workbook: pg. 49, 50 Teacher’s Book: pg. 194, 195, 196, 197, 198, 199, 200, 201
Science	
Level 4 Expanding	
<ul style="list-style-type: none"> • explain uses of different forms of energy (e.g., “ ___ is used to ___.”) • create science exhibits with descriptions of each step of the scientific method 	Picture Dictionary: pg. 98, 100 Workbook: pg. 49, 50 Teacher’s Book: pg. 194, 195, 196, 197, 198, 199, 200, 201
Science	
Level 5 Bridging	
<ul style="list-style-type: none"> • evaluate and defend the most efficient forms of energy (e.g., “The similarities between/among ___ are ___; ___ is ___er than ___.”) • create science exhibits with explanations of each step of the scientific method 	Picture Dictionary: pg. 98, 100 Workbook: pg. 49, 50 Teacher’s Book: pg. 194, 195, 196, 197, 198, 199, 200, 201

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<i>Social Studies</i>	
Level 1 Entering	
<ul style="list-style-type: none"> • label features of U.S. or other governments through illustrations • use graphic organizers to produce features of historical periods 	<p>Picture Dictionary: pg. 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59</p> <p>Workbook: pg. 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29</p> <p>Teacher’s Book: pg. 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117</p>
<i>Social Studies</i>	
Level 2 Beginning	
<ul style="list-style-type: none"> • describe functions of U.S. or other governments using graphic organizers • use graphic organizers to compare features of historical periods 	<p>Picture Dictionary: pg. 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59</p> <p>Workbook: pg. 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29</p> <p>Teacher’s Book: pg. 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117</p>
<i>Social Studies</i>	
Level 3 Developing	
<ul style="list-style-type: none"> • compare/contrast functions of the U.S. or other governments based on graphic organizers • use graphic organizers to produce descriptions of historical periods 	<p>Picture Dictionary: pg. 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59</p> <p>Workbook: pg. 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29</p> <p>Teacher’s Book: pg. 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117</p>
<i>Social Studies</i>	
Level 4 Expanding	
<ul style="list-style-type: none"> • analyze functions of the U.S. or other governments in response to recent events • use graphic organizers to produce contrastive summaries of historical periods 	<p>Picture Dictionary: pg. 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59</p> <p>Workbook: pg. 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29</p> <p>Teacher’s Book: pg. 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117</p>

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<i>Social Studies</i>	
Level 5 Bridging	
<ul style="list-style-type: none">• discuss which functions of the U.S. or other governments are most effective and why (such as branches or elected officials)• use graphic organizers to produce historical essays	<p>Picture Dictionary: pg. 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59</p> <p>Workbook: pg. 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29</p> <p>Teacher's Book: pg. 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117</p>