



Correlation of

Lift 1,

**by Kate Adams/ Sarah Worthington/ Nonie Lesaux, © 2023,
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to

WIDA

**English Language Development Standards Framework 2020 Edition
Grades 9-12**

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	Standard	SE Where Addressed	TE Where Addressed
	Grades 9-12 Multilingual learners bring knowledge of the world, along with multiple languages and cultural insights, 9-12 to high school classrooms. Their values, experiences, and socioemotional development are foundations for formulating perspectives in the exploration of complex new ideas. Incorporating students' backgrounds and identities into meaningful topics can promote their engagement in disciplinary practices. High schoolers are critical thinkers who develop deep understandings, evaluate information and attitudes, make choices, and effect change. Multilingual learners must have access to meaningful rigorous coursework and programs that maximize language development within and across disciplines. The course of studies that multilingual learners choose in high school plays a critical role in their successful transition to college or entrance into satisfying careers. Such coursework, including advanced classes, should be delivered through an asset-based, culturally and linguistically sustaining approach.		
	WIDA ELD STANDARD 1		
	Social and Instructional Language		
	Language Expectations: Multilingual learners will...		
	Narrate		
	ELD-SI.4-12.Narrate		
	Share ideas about one's own and others' lived experiences and previous learning	<i>Share Your Perspective:</i> 14, 30, 44, 70, 84, 96, 120, 132, 148, 170, 184, 196, 222, 234, 252, 276, 292, 304, 326, 340, 352, 374, 388, 400 <i>Discussion Frames:</i> 17, 33, 47, 73, 87, 96, 99, 123, 135, 151, 173, 187, 199, 225, 237, 279, 304, 307, 329, 343, 355, 377, 391, 403	<i>Share Your Perspective:</i> T14, T30, T44, T70, T84, T96, T120, T132, T148, T170, T184, T196, T222, T234, T252, T276, T292, T304, T326, T340, T352, T374, T388, T400 <i>Discussion Frames:</i> T17, T33, T47, T73, T87, T96, T99, T123, T135, T151, T173, T187, T199, T225, T237, T279, T304, T307, T329, T343, T355, T377, T391, T403
	Connect stories with images and representations to add meaning	<i>Present:</i> 313, 409 <i>Create and Present:</i> 377	<i>Present:</i> T313, T409 <i>Create and Present:</i> T377

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	Identify and raise questions about what might be unexplained, missing, or left unsaid	<i>Share Your Perspective:</i> 14, 30, 44, 70, 84, 96, 120, 132, 148, 170, 184, 196, 222, 234, 252, 276, 292, 304, 326, 340, 352, 374, 388, 400	<i>Share Your Perspective:</i> T14, T30, T44, T70, T84, T96, T120, T132, T148, T170, T184, T196, T222, T234, T252, T276, T292, T304, T326, T340, T352, T374, T388, T400
	Recount and restate ideas to sustain and move dialogue forward	<i>Restate:</i> 84, 96, 120, 132, 148, 170, 380, 381	<i>Restate:</i> T84, T96, T120, T132, T148, T170, T380, T381
	Create closure, recap, and offer next steps	<i>Take Action:</i> 55, 107, 159, 207, 263, 315, 363, 411	<i>Take Action:</i> T55, T107, T159, T207, T263, T315, T363, T411
	Inform		
	ELD-SI.4-12.Inform		
	Define and classify facts and interpretations; determine what is known vs. unknown	<i>Interpret:</i> 44, 70, 96, 184, 222, 276, 292, 304, 352, 374	<i>Interpret:</i> T44, T70, T96, T184, T222, T276, T292, T304, T352, T374
	Report on explicit and inferred characteristics, patterns, or behavior	<i>Take Action:</i> 107, 159, 207, 363, 411	<i>Take Action:</i> T107, T159, T207, T363, T411
	Describe the parts and wholes of a system	149	T149
	Sort, clarify, and summarize relationships	<i>Sort:</i> 411 <i>Summarize:</i> 30, 55, 125, 189, 197, 213, 222, 400	<i>Sort:</i> T411 <i>Summarize:</i> T30, T55, T125, T189, T197, T213, T222, T400
	Summarize most important aspects of information	<i>Summarize:</i> 30, 55, 125, 189, 197, 213, 222, 400	<i>Summarize:</i> T30, T55, T125, T189, T197, T213, T222, T400
	Explain		
	ELD-SI.4-12.Explain		
	Generate and convey initial thinking	<i>Share Your Perspective:</i> 14, 30, 44, 70, 84, 96, 120, 132, 148, 170, 184, 196, 222, 234, 252, 276, 292, 304, 326, 340, 352, 374, 388, 400	<i>Share Your Perspective:</i> T14, T30, T44, T70, T84, T96, T120, T132, T148, T170, T184, T196, T222, T234, T252, T276, T292, T304, T326, T340, T352, T374, T388, T400
	Follow and describe cycles and sequences of steps or procedures and their causes and effects	<i>Personal:</i> 159 <i>Explore the Model:</i> 200-201	<i>Personal:</i> T159 <i>Explore the Model:</i> T200-T201
	Compare changing variables, factors, and circumstances	<i>Variables:</i> 126, 132	<i>Variables:</i> T126, T132
	Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes	51, 101, 105, 155, 203, 259, 311, 359, 407	T51, T101, T105, T155, T203, T259, T311, T359, T407
	Act on feedback to revise understandings of how or why something is or works in particular ways	<i>Feedback Frames:</i> 51, 101, 105, 155, 203, 259, 311, 359, 407	<i>Feedback Frames:</i> T51, T101, T105, T155, T203, T259, T311, T359, T407

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	Standard	SE Where Addressed	TE Where Addressed
	Argue		
	ELD-SI.4-12.Argue		
	Generate questions about different perspectives	<i>Discussion Frames: 304</i>	<i>Discussion Frames: T304</i>
	Support or challenge an opinion, premise, or interpretation	<i>Discussion Frames: 304</i>	<i>Discussion Frames: T304</i>
	Clarify and elaborate ideas based on feedback	259	T259
	Evaluate changes in thinking, identifying trade-offs	<i>Reflect: 261</i> <i>Discussion Frames: 222</i> <i>Share Your Perspective: 252</i>	<i>Reflect: T261</i> <i>Discussion Frames: T222</i> <i>Share Your Perspective: T252</i>
	Refine claims and reasoning based on new information or evidence	<i>Reflect: 261</i> <i>Discussion Frames: 222</i> <i>Share Your Perspective: 252</i>	<i>Reflect: T261</i> <i>Discussion Frames: T222</i> <i>Share Your Perspective: T252</i>
	WIDA ELD STANDARD 2 Language for Language Arts		
	Language Expectations: Multilingual learners will...		
	Narrate		
	ELD-LA.9-12.Narrate.Interpretive		
	Interpret language arts narratives by		
	Identifying themes or central ideas that develop over the course of a text	<i>Reading Skill: 139, 177, 321</i> <i>Apply the Skill: 148, 184, 326</i>	<i>Reading Skill: T139, T177, T321</i> <i>Apply the Skill: T148, T184, T326</i>
	Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)	<i>Reading Skill: 283</i> <i>Apply the Skill: 292</i>	<i>Reading Skill: T283</i> <i>Apply the Skill: T292</i>
	Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view	<i>Key Vocabulary: 6, 60, 138, 176, 228, 282, 320, 368</i>	<i>Key Vocabulary: T6, T60, T138, T176, T228, T282, T320, T368</i>
	ELD-LA.9-12.Narrate.Interpretive		
	Construct language arts narratives that		
	Orient audience to context and one or multiple point(s) of view	<i>Writing: 48-53, 356-361</i>	<i>Writing: T48-T53, T356-T361</i>
	Develop and describe characters and their relationships over a progression of experiences or events	<i>Writing: 48-53, 356-361</i>	<i>Writing: T48-T53, T356-T361</i>
	Develop story, advancing the plot and themes with complications and resolutions, time and event sequences	<i>Writing: 48-53, 356-361</i>	<i>Writing: T48-T53, T356-T361</i>
	Engage and adjust for audience	<i>Writing: 48-53, 356-361</i>	<i>Writing: T48-T53, T356-T361</i>

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	Inform		
	ELD-LA.9-12.Inform.Interpretive		
	Interpret informational texts in language arts by		
	Identifying and/or summarizing central ideas	<i>Reading Skill:</i> 127, 165, 213 <i>Apply the Skill:</i> 132, 170, 222	<i>Reading Skill:</i> T127, T165, T213 <i>Apply the Skill:</i> T132, T170, T222
	Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships	<i>Understand and Analyze:</i> 30, 44, 84, 96, 120, 132, 170, 196, 222, 252, 276, 304, 340, 352, 388, 400 <i>Reading Skill:</i> 77 <i>Apply the Skill:</i> 84	<i>Understand and Analyze:</i> T30, T44, T84, T96, T120, T132, T170, T196, T222, T252, T276, T304, T340, T352, T388, T400 <i>Reading Skill:</i> T77 <i>Apply the Skill:</i> T84
	Evaluating cumulative impact and refinement of author's key word choices over the course of text	<i>Key Vocabulary:</i> 20, 36, 76, 90, 112, 126, 164, 190, 212, 240, 268, 298, 332, 346, 380, 394	<i>Key Vocabulary:</i> T20, T36, T76, T90, T112, T126, T164, T190, T212, T240, T268, T298, T332, T346, T380, T394
	ELD-LA.9-12.Inform.Expressive		
	Construct informational texts in language arts that		
	Introduce and define topic and/or entity for audience	<i>Writing:</i> 102-105, 152-155, 200-203	<i>Writing:</i> T102-T105, T152-T155, T200-T203
	Establish an objective or neutral stance	<i>Writing:</i> 102-105, 152-155, 200-203	<i>Writing:</i> T102-T105, T152-T155, T200-T203
	Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships	<i>Writing:</i> 102-105, 152-155, 200-203	<i>Writing:</i> T102-T105, T152-T155, T200-T203
	Develop coherence and cohesion throughout text	<i>Writing:</i> 102-105, 152-155, 200-203	<i>Writing:</i> T102-T105, T152-T155, T200-T203
	Argue		
	ELD-LA.9-12.Argue.Interpretive		
	Interpret language arts arguments by		
	Identifying and summarizing central ideas of primary or secondary sources	299, 306	T299, T306
	Analyzing use of rhetoric and details to advance point of view or purpose	304, 331, 340	T304, T331, T340
	Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims	299, 304	T299, T304

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	Standard	SE Where Addressed	TE Where Addressed
	ELD-LA.9-12.Argue.Expressive		
	Construct language arts arguments that		
	Introduce and develop precise claims and address counterclaims	<i>Writing:</i> 256-259	<i>Writing:</i> T256-T259
	Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence	<i>Writing:</i> 256-259	<i>Writing:</i> T256-T259
	Establish and maintain a formal style and objective tone	<i>Writing:</i> 256-259	<i>Writing:</i> T256-T259
	Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations	<i>Writing:</i> 256-259	<i>Writing:</i> T256-T259
	WIDA ELD STANDARD 3 Language for Mathematics		
	Language Expectations: Multilingual learners will...		
	Explain		
	ELD-MA.9-12.Explain.Interpretive		
	Interpret mathematical explanations by		
	Identifying concept or entity		<i>Extension:</i> T82
	Analyzing data and owning problem-solving approaches		<i>Extension:</i> T82
	Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles		<i>Extension:</i> T82
	ELD-MA.9-12.Explain.Expressive		
	Construct mathematical explanations that		
	Introduce mathematical concept or entity		This objective is not directly addressed at this level of <i>Lift</i> .
	Share solutions with others		This objective is not directly addressed at this level of <i>Lift</i> .
	Describe data and/or approach used to solve a problem		This objective is not directly addressed at this level of <i>Lift</i> .
	State reasoning used to generate own or alternate solutions		This objective is not directly addressed at this level of <i>Lift</i> .
	Argue		
	ELD-MA.9-12.Argue.Interpretive		
	Interpret concepts in arguments by		
	Comparing conjectures with previously established results and stated assumptions		This objective is not directly addressed at this level of <i>Lift</i> .

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	Distinguishing correct from flawed logic		This objective is not directly addressed at this level of <i>Lift</i> .
	Evaluating relationships among evidence and mathematical principles to create generalizations		This objective is not directly addressed at this level of <i>Lift</i> .
	ELD-MA.9-12.Argue.Expressive		
	Construct mathematics arguments that		
	Create precise conjecture, using definitions, previously established results, and stated assumptions		This objective is not directly addressed at this level of <i>Lift</i> .
	Generalize logical relationships across cases		This objective is not directly addressed at this level of <i>Lift</i> .
	Justify (and refute) conclusions with evidence and mathematical principles		This objective is not directly addressed at this level of <i>Lift</i> .
	Evaluate and extend others' arguments		This objective is not directly addressed at this level of <i>Lift</i> .
	WIDA ELD STANDARD 4 Language for Science		
	Language Expectations: Multilingual learners will...		
	Explain		
	ELD-SC.9-12.Explain.Interpretive		
	Interpret scientific explanations by		
	Defining investigable questions or problems based on observations, information, and/or data about a phenomenon	84, 402	T84, T402
	Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs	222, 400	T222, T400
	Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions	77, 84, 352, 403	T77, T84, T352, T403
	ELD-SC.9-12.Explain.Expressive		
	Construct scientific explanations that		
	Describe reliable and valid evidence from multiple sources about a phenomenon	<i>Writing:</i> 102-105, 152-154	<i>Writing:</i> T102-T105, T152-T154
	Establish neutral or objective stance in how results are communicated	<i>Writing:</i> 102-105, 152-154	<i>Writing:</i> T102-T105, T152-T154

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	Develop reasoning to illustrate and/ or predict the relationships between variables in a system or between components of a system	<i>Writing:</i> 102-105, 152-154	<i>Writing:</i> T102-T105, T152-T154
	Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs	<i>Writing:</i> 102-105, 152-154	<i>Writing:</i> T102-T105, T152-T154
	Argue		
	ELD-SC.9-12.Argue.Interpretive		
	Interpret scientific arguments by		
	Identifying appropriate and sufficient evidence from data, models, and/ or information from investigations of a phenomenon or design solutions	304	T304
	Comparing reasoning and claims based on evidence from competing arguments or design solutions		This objective is not directly addressed at this level of <i>Lift</i> .
	Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues		This objective is not directly addressed at this level of <i>Lift</i> .
	ELD-SC.9-12.Argue.Expressive		
	Construct scientific arguments that		
	Introduce and contextualize topic/ phenomenon in current scientific or historical episodes in science	<i>Writing:</i> 256-259	<i>Writing:</i> T256-T259
	Defend or refute a claim based on data and evidence	<i>Writing:</i> 256-259	<i>Writing:</i> T256-T259
	Establish and maintain an appropriate tone and stance (neutral/objective or biased/ subjective)	<i>Writing:</i> 256-259	<i>Writing:</i> T256-T259
	Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal	<i>Writing:</i> 256-259	<i>Writing:</i> T256-T259
	WIDA ELD STANDARD 5 Language for Social Studies		
	Language Expectations: Multilingual learners will...		
	Explain		
	ELD-SS.9-12.Explain.Interpretive		
	Interpret social studies explanations by		
	Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events	<i>Interpret:</i> 96	<i>Interpret:</i> T96

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	Analyzing sources for logical relationships among contributing factors, causes, or related concepts	<i>Understand and Analyze: 96</i>	<i>Understand and Analyze: T96</i>
	Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose	<i>Reading Skill: 299</i>	Reading Skill: T299
	ELD-SS.9-12.Explain.Expressive		
	Construct social studies explanations that		
	Introduce and contextualize multiple phenomena or events	<i>Writing: 200-203, 308-311</i>	<i>Writing: T200-T203, T308-T311</i>
	Establish perspective for communicating intended and unintended outcomes, consequences, or documentation	<i>Writing: 200-203, 308-311</i>	<i>Writing: T200-T203, T308-T311</i>
	Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses	<i>Writing: 200-203, 308-311</i>	<i>Writing: T200-T203, T308-T311</i>
	Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events	<i>Writing: 200-203, 308-311</i>	<i>Writing: T200-T203, T308-T311</i>
	Argue		
	ELD-SS.9-12.Argue.Interpretive		
	Interpret social studies arguments by		
	Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)	304	T304
	Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources	306	T304
	Evaluating credibility, accuracy, and relevancy of source based on expert perspectives	304	T304
	ELD-SS.9-12.Argue.Expressive		
	Construct social studies arguments that		
	Introduce and contextualize topic		This objective is not directly addressed at this level of <i>Lift</i> .
	Select relevant information to support precise and knowledgeable claims with evidence from multiple sources		This objective is not directly addressed at this level of <i>Lift</i> .
	Establish perspective		This objective is not directly addressed at this level of <i>Lift</i> .

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	Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning		This objective is not directly addressed at this level of <i>Lift</i> .
	Proficiency Level Descriptors		
	Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.		
	Grades 9-12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing) <i>Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...</i>		
CRITERIA	End of Level 1		
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...		
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	<i>Assignment:</i> 48, 102, 152, 200, 256, 308, 356, 404	<i>Assignment:</i> T48, T102, T152, T200, T256, T308, T356, T404
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...		
	multiple cohesive devices (synonyms, antonyms)	<i>Synonym:</i> 133	<i>Synonym:</i> T133
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...		
	expanded noun groups with prepositional phrases (<i>the chemical element with the symbol H</i>)	<i>Preposition:</i> 71	<i>Preposition:</i> T71
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...		
	multiple related simple sentences (All people have needs and wants. <i>This is called demand.</i>)	<i>Language Conventions:</i> 235	<i>Language Conventions:</i> T235

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WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...		
	a growing number of words and phrases in a variety of contexts (<i>sit tight for the announcements, in this novel</i>)	<i>Key Vocabulary:</i> 20, 36, 76, 90, 112, 126, 164, 190, 212, 240, 268, 298, 332, 346, 380, 394 <i>Phrase:</i> 51, 105, 191	<i>Key Vocabulary:</i> T20, T36, T76, T90, T112, T126, T164, T190, T212, T240, T268, T298, T332, T346, T380, T394 <i>Phrase:</i> T51, T105, T191
	End of Level 2		
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...		
	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	<i>Assignment:</i> 48, 102, 152, 200, 256, 308, 356, 404	<i>Assignment:</i> T48, T102, T152, T200, T256, T308, T356, T404
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...		
	a variety of cohesive devices that connect larger meaningful chunks of text including (class/subclass, whole/part)	<i>Signal Words:</i> 389 <i>Transition Words:</i> 48, 51, 105, 311, 359, 389	<i>Signal Words:</i> T389 <i>Transition Words:</i> T48, T51, T105, T311, T359, T389
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...		
	expanded noun groups with embedded clauses (<i>chemical element that has these physical properties</i>)	<i>Clause:</i> 401	<i>Clause:</i> T401
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...		
	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>All people have needs and wants and it's called demand.</i>)		This objective is not directly addressed at this level of <i>Lift</i> .

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WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...		
	an expanding number of words and phrases including idioms and collocations (<i>to make a long story short</i>)	<i>Key Vocabulary:</i> 20, 36, 76, 90, 112, 126, 164, 190, 212, 240, 268, 298, 332, 346, 380, 394 <i>Phrase:</i> 51, 105, 191	<i>Key Vocabulary:</i> T20, T36, T76, T90, T112, T126, T164, T190, T212, T240, T268, T298, T332, T346, T380, T394 <i>Phrase:</i> T51, T105, T191
	End of Level 3		
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...		
	to meet a purpose through specific organization (orientation and explanation sequence)	<i>Assignment:</i> 48, 102, 152, 200, 256, 308, 356, 404	<i>Assignment:</i> T48, T102, T152, T200, T256, T308, T356, T404
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...		
	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	<i>Signal Words:</i> 389 <i>Transition Words:</i> 48, 51, 105, 311, 359, 389	<i>Signal Words:</i> T389 <i>Transition Words:</i> T48, T51, T105, T311, T359, T389
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...		
	expanded noun groups with a variety of embedded clauses (<i>chemical element with the symbol Na and an atomic number 11 that ...</i>)	<i>Clause:</i> 401	<i>Clause:</i> T401
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...		
	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>All people have needs and wants but there are only limited...</i>)		This objective is not directly addressed at this level of <i>Lift</i> .

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	Standard	SE Where Addressed	TE Where Addressed
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...		
	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (<i>within seconds</i>)	<i>Key Vocabulary:</i> 20, 36, 76, 90, 112, 126, 164, 190, 212, 240, 268, 298, 332, 346, 380, 394 <i>Phrase:</i> 51, 105, 191	<i>Key Vocabulary:</i> T20, T36, T76, T90, T112, T126, T164, T190, T212, T240, T268, T298, T332, T346, T380, T394 <i>Phrase:</i> T51, T105, T191
	End of Level 4		
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...		
	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	<i>Assignment:</i> 48, 102, 152, 200, 256, 308, 356, 404	<i>Assignment:</i> T48, T102, T152, T200, T256, T308, T356, T404
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...		
	cohesive devices and common strategies that connect ideas throughout a text (given/new)	<i>Signal Words:</i> 389 <i>Transition Words:</i> 48, 51, 105, 311, 359, 389	<i>Signal Words:</i> T389 <i>Transition Words:</i> T48, T51, T105, T311, T359, T389
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...		
	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	<i>Clause:</i> 401	<i>Clause:</i> T401
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...		
	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>Whenever there is an increased demand, the prices go up.</i>)		This objective is not directly addressed at this level of <i>Lift</i> .

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	Standard	SE Where Addressed	TE Where Addressed
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...		
	a wide variety of words, phrases, and expressions with multiple meanings across content areas (<i>division of power versus long division</i>)	<i>Key Vocabulary:</i> 20, 36, 76, 90, 112, 126, 164, 190, 212, 240, 268, 298, 332, 346, 380, 394 <i>Phrase:</i> 51, 105, 191	<i>Key Vocabulary:</i> T20, T36, T76, T90, T112, T126, T164, T190, T212, T240, T268, T298, T332, T346, T380, T394 <i>Phrase:</i> T51, T105, T191
	End of Level 5		
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...		
	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	<i>Assignment:</i> 48, 102, 152, 200, 256, 308, 356, 404	<i>Assignment:</i> T48, T102, T152, T200, T256, T308, T356, T404
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...		
	various types of cohesive devices and strategies that connect ideas throughout a text	<i>Signal Words:</i> 389 <i>Transition Words:</i> 48, 51, 105, 311, 359, 389	<i>Signal Words:</i> T389 <i>Transition Words:</i> T48, T51, T105, T311, T359, T389
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...		
	a variety of noun groups expanded with pre- and post-modifiers (<i>the chemical element with the symbol H and atomic number 1</i>)	<i>Clause:</i> 401	<i>Clause:</i> T401
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...		
	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (<i>Despite the obvious problems with equity, some people...</i>)		This objective is not directly addressed at this level of <i>Lift</i> .

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	Standard	SE Where Addressed	TE Where Addressed
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...		
	strategic use of various words, phrases, and expressions with shades of meaning across content areas (<i>tumultuous and catastrophic events</i>)	<i>Key Vocabulary:</i> 20, 36, 76, 90, 112, 126, 164, 190, 212, 240, 268, 298, 332, 346, 380, 394 <i>Phrase:</i> 51, 105, 191	<i>Key Vocabulary:</i> T20, T36, T76, T90, T112, T126, T164, T190, T212, T240, T268, T298, T332, T346, T380, T394 <i>Phrase:</i> T51, T105, T191
	End of Level 6		
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...		
	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences	<i>Assignment:</i> 48, 102, 152, 200, 256, 308, 356, 404	<i>Assignment:</i> T48, T102, T152, T200, T256, T308, T356, T404
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...		
	authors' strategic and creative ways to connect units of meaning throughout a whole text	<i>Signal Words:</i> 389 <i>Transition Words:</i> 48, 51, 105, 311, 359, 389	<i>Signal Words:</i> T389 <i>Transition Words:</i> T48, T51, T105, T311, T359, T389
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...		
	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas		<i>Nominalization:</i> Extension: T167, T168, T182
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...		
	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area (<i>Interest rates are controlled by the Federal Reserve Bank, although some would argue...</i>) with awareness of how various sentences create different effects		This objective is not directly addressed at this level of <i>Lift</i> .

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	Standard	SE Where Addressed	TE Where Addressed
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...		
	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas (<i>stares, hesitates, agonizes and finally...</i>)	<i>Key Vocabulary:</i> 20, 36, 76, 90, 112, 126, 164, 190, 212, 240, 268, 298, 332, 346, 380, 394 <i>Phrase:</i> 51, 105, 191	<i>Key Vocabulary:</i> T20, T36, T76, T90, T112, T126, T164, T190, T212, T240, T268, T298, T332, T346, T380, T394 <i>Phrase:</i> T51, T105, T191
	Grades 9-12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing) <i>Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...</i>		
CRITERIA	End of Level 1		
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...		
	short text that conveys intended purpose using predictable organization (paragraph openers: <i>First..., Finally, In November, Plant cells have...</i>)	<i>Assignment:</i> 48, 102, 152, 200, 256, 308, 356	<i>Assignment:</i> T48, T102, T152, T200, T256, T308, T356
DISCOURSE Cohesion of language	Connect ideas across a whole text through...		
	a growing number of cohesive devices (demonstratives, repetition)	<i>Signal Words:</i> 389 <i>Transition Words:</i> 48, 51, 105, 311, 359, 389	<i>Signal Words:</i> T389 <i>Transition Words:</i> T48, T51, T105, T311, T359, T389
DISCOURSE Density of language	Elaborate or condense ideas through...		
	some types of elaboration (demonstratives: <i>these five rules</i>)		This objective is not directly addressed at this level of <i>Lift</i> .
SENTENCE Grammatical complexity	Extend or enhance meanings through...		
	simple sentences with emerging use of clauses (<i>Bolivia is in South America. It's a home to...</i>)		This objective is not directly addressed at this level of <i>Lift</i> .

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	Standard	SE Where Addressed	TE Where Addressed
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...		
	a growing repertoire of words and phrases with growing precision (<i>mitosis, symbiotic relationships</i>)	<i>Key Vocabulary:</i> 20, 36, 76, 90, 112, 126, 164, 190, 212, 240, 268, 298, 332, 346, 380, 394 <i>Phrase:</i> 51, 105, 191	<i>Key Vocabulary:</i> T20, T36, T76, T90, T112, T126, T164, T190, T212, T240, T268, T298, T332, T346, T380, T394 <i>Phrase:</i> T51, T105, T191
	End of Level 2		
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...		
	expanding text that conveys intended purpose using generic (not genre- specific) organization (introduction, body, conclusion) with some paragraph openers	<i>Assignment:</i> 48, 102, 152, 200, 256, 308, 356	<i>Assignment:</i> T48, T102, T152, T200, T256, T308, T356
DISCOURSE Cohesion of language	Connect ideas across a whole text through...		
	an expanding number of cohesive devices (given/new, whole/ part, class/subclass)	<i>Signal Words:</i> 389 <i>Transition Words:</i> 48, 51, 105, 311, 359, 389	<i>Signal Words:</i> T389 <i>Transition Words:</i> T48, T51, T105, T311, T359, T389
DISCOURSE Density of language	Elaborate or condense ideas through...		
	an expanding number of types of elaboration (adding classifiers: <i>Roman empire</i>)		This objective is not directly addressed at this level of <i>Lift</i> .
SENTENCE Grammatical complexity	Extend or enhance meanings through...		
	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions (<i>Bolivia is in South America and it's a home to...</i>)		This objective is not directly addressed at this level of <i>Lift</i> .

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	Standard	SE Where Addressed	TE Where Addressed
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...		
	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision (miss the boat)	<i>Key Vocabulary:</i> 20, 36, 76, 90, 112, 126, 164, 190, 212, 240, 268, 298, 332, 346, 380, 394 <i>Phrase:</i> 51, 105, 191	<i>Key Vocabulary:</i> T20, T36, T76, T90, T112, T126, T164, T190, T212, T240, T268, T298, T332, T346, T380, T394 <i>Phrase:</i> T51, T105, T191
	End of Level 3		
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...		
	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	<i>Assignment:</i> 48, 102, 152, 200, 256, 308, 356	<i>Assignment:</i> T48, T102, T152, T200, T256, T308, T356
DISCOURSE Cohesion of language	Connect ideas across a whole text through...		
	a flexible number of cohesive devices (ellipsis, substitution/omission)	<i>Signal Words:</i> 389 <i>Transition Words:</i> 48, 51, 105, 311, 359, 389	<i>Signal Words:</i> T389 <i>Transition Words:</i> T48, T51, T105, T311, T359, T389
DISCOURSE Density of language	Elaborate or condense ideas through...		
	a variety of types of elaboration (adding in embedded clauses after the noun: <i>ancient kingdoms which were buried by ash</i>)	<i>Clause:</i> 401	<i>Clause:</i> T401
SENTENCE Grammatical complexity	Extend or enhance meanings through...		
	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas (<i>Democracy was established in the 1980s, yet, leaders...</i>)		This objective is not directly addressed at this level of <i>Lift</i> .

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	Standard	SE Where Addressed	TE Where Addressed
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...		
	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>by exploring cultures, later that day</i>)	<i>Key Vocabulary:</i> 20, 36, 76, 90, 112, 126, 164, 190, 212, 240, 268, 298, 332, 346, 380, 394 <i>Phrase:</i> 51, 105, 191	<i>Key Vocabulary:</i> T20, T36, T76, T90, T112, T126, T164, T190, T212, T240, T268, T298, T332, T346, T380, T394 <i>Phrase:</i> T51, T105, T191
	End of Level 4		
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...		
	text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	<i>Assignment:</i> 48, 102, 152, 200, 256, 308, 356	<i>Assignment:</i> T48, T102, T152, T200, T256, T308, T356
DISCOURSE Cohesion of language	Connect ideas across a whole text through...		
	a variety of cohesive devices used in genre- and discipline-specific ways	<i>Signal Words:</i> 389 <i>Transition Words:</i> 48, 51, 105, 311, 359, 389	<i>Signal Words:</i> T389 <i>Transition Words:</i> T48, T51, T105, T311, T359, T389
DISCOURSE Density of language	Elaborate or condense ideas through...		
	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	<i>Clause:</i> 401	<i>Clause:</i> T401
SENTENCE Grammatical complexity	Extend or enhance meanings through...		
	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <i>Although the northern part of...</i>)		This objective is not directly addressed at this level of <i>Lift</i> .

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	Standard	SE Where Addressed	TE Where Addressed
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...		
	a variety of words and phrases, including evaluation and obligation, with precision (<i>we shall overcome</i>)	<i>Key Vocabulary:</i> 20, 36, 76, 90, 112, 126, 164, 190, 212, 240, 268, 298, 332, 346, 380, 394 <i>Phrase:</i> 51, 105, 191	<i>Key Vocabulary:</i> T20, T36, T76, T90, T112, T126, T164, T190, T212, T240, T268, T298, T332, T346, T380, T394 <i>Phrase:</i> T51, T105, T191
	End of Level 5		
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...		
	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	<i>Assignment:</i> 48, 102, 152, 200, 256, 308, 356	<i>Assignment:</i> T48, T102, T152, T200, T256, T308, T356
DISCOURSE Cohesion of language	Connect ideas across a whole text through...		
	a wide variety of cohesive devices used in genre- and discipline-specific ways	<i>Signal Words:</i> 389 <i>Transition Words:</i> 48, 51, 105, 311, 359, 389	<i>Signal Words:</i> T389 <i>Transition Words:</i> T48, T51, T105, T311, T359, T389
DISCOURSE Density of language	Elaborate or condense ideas through...		
	a flexible range of types of elaboration and a growing number of ways to condense ideas	<i>Signal Words:</i> 389 <i>Transition Words:</i> 48, 51, 105, 311, 359, 389	<i>Signal Words:</i> T389 <i>Transition Words:</i> T48, T51, T105, T311, T359, T389
SENTENCE Grammatical complexity	Extend or enhance meanings through...		
	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area (<i>Despite the country's suffering...</i>)		This objective is not directly addressed at this level of <i>Lift</i> .

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	Standard	SE Where Addressed	TE Where Addressed
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...		
	a wide variety of words and phrases with precision (<i>the dictator ruled with terror</i>) according to the genre, purpose, and discipline	<i>Key Vocabulary:</i> 20, 36, 76, 90, 112, 126, 164, 190, 212, 240, 268, 298, 332, 346, 380, 394 <i>Phrase:</i> 51, 105, 191	<i>Key Vocabulary:</i> T20, T36, T76, T90, T112, T126, T164, T190, T212, T240, T268, T298, T332, T346, T380, T394 <i>Phrase:</i> T51, T105, T191
	End of Level 6		
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...		
	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.	<i>Assignment:</i> 48, 102, 152, 200, 256, 308, 356	<i>Assignment:</i> T48, T102, T152, T200, T256, T308, T356
DISCOURSE Cohesion of language	Connect ideas across a whole text through...		
	a flexible and strategic use of cohesive devices	<i>Signal Words:</i> 389 <i>Transition Words:</i> 48, 51, 105, 311, 359, 389	<i>Signal Words:</i> T389 <i>Transition Words:</i> T48, T51, T105, T311, T359, T389
DISCOURSE Density of language	Elaborate or condense ideas through...		
	multiple and strategic use of language features to elaborate and condense ideas	<i>Signal Words:</i> 389 <i>Transition Words:</i> 48, 51, 105, 311, 359, 389	<i>Signal Words:</i> T389 <i>Transition Words:</i> T48, T51, T105, T311, T359, T389
SENTENCE Grammatical complexity	Extend or enhance meanings through...		
	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area (<i>Even though Spanish is the official language, several indigenous languages are spoken.</i>)		This objective is not directly addressed at this level of <i>Lift</i> .

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	Standard	SE Where Addressed	TE Where Addressed
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...		
	flexible and strategic use of various words and phrases (<i>marveled at the Eiffel Tower</i>) according to the genre, purpose, and discipline	<i>Key Vocabulary:</i> 20, 36, 76, 90, 112, 126, 164, 190, 212, 240, 268, 298, 332, 346, 380, 394 <i>Phrase:</i> 51, 105, 191	<i>Key Vocabulary:</i> T20, T36, T76, T90, T112, T126, T164, T190, T212, T240, T268, T298, T332, T346, T380, T394 <i>Phrase:</i> T51, T105, T191

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