



**Correlation of**

***Lift 2,***

**by Tracey Gibbins/ Gregg Schroeder/ Nonie Lesaux, © 2023,  
ISBN: 9780357501146**

**to**

**WIDA**

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

# Correlation to the WIDA English Language Development Standards Framework, 2020 Edition, Grades 9-12

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National Geographic Learning | Cengage

	Standard	SE Where Addressed	TE Where Addressed
	<b>Grades 9-12</b> 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.		
	<b>WIDA ELD STANDARD 1</b>		
	Social and Instructional Language		
	<b>Language Expectations:</b> Multilingual learners will...		
	<b>Narrate</b>		
	<b>ELD-SI.4-12.Narrate</b>		
	Share ideas about one's own and others' lived experiences and previous learning	<i>Share Your Perspective:</i> 14, 28, 33, 42, 66, 71, 80, 94, 120, 136, 141, 150, 170, 184, 189, 196, 220, 234, 239, 250, 272, 277, 284, 300, 326, 338, 343, 352 <i>Discussion Frames:</i> 4, 14, 17, 18, 31, 45, 69, 83, 97, 123, 139, 153, 173, 187, 199, 223, 237, 253, 275, 287, 303, 329, 341, 355	<i>Share Your Perspective:</i> T14, T28, T33, T42, T66, T71, T80, T94, T120, T136, T141, T150, T170, T184, T189, T196, T220, T234, T239, T250, T272, T277, T284, T300, T326, T338, T343, T352 <i>Discussion Frames:</i> T4, T14, T17, T18, T31, T45, T69, T83, T97, T123, T139, T153, T173, T187, T199, T223, T237, T253, T275, T287, T303, T329, T341, T355
	Connect stories with images and representations to add meaning	<i>Present:</i> 159, 309, 411 <i>Create and Present:</i> 17, 123, 275, 341, 389	<i>Present:</i> T159, T309, T411 <i>Create and Present:</i> T17, T123, T275, T341, T389

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	Identify and raise questions about what might be unexplained, missing, or left unsaid	<i>Share Your Perspective:</i> 14, 28, 33, 42, 66, 71, 80, 94, 120, 136, 141, 150, 170, 184, 189, 196, 220, 234, 239, 250, 272, 277, 284, 300, 326, 338, 343, 352	<i>Share Your Perspective:</i> T14, T28, T33, T42, T66, T71, T80, T94, T120, T136, T141, T150, T170, T184, T189, T196, T220, T234, T239, T250, T272, T277, T284, T300, T326, T338, T343, T352
	Recount and restate ideas to sustain and move dialogue forward	<i>Restate:</i> 234, 250, 326, 343, 352	<i>Restate:</i> T234, T250, T326, T343, T352
	Create closure, recap, and offer next steps	<i>Take Action:</i> 53, 105, 161, 207, 261, 311, 363, 413	<i>Take Action:</i> T53, T105, T161, T207, T261, T311, T363, T413
	<b>Inform</b>		
	<b>ELD-SI.4-12.Inform</b>		
	Define and classify facts and interpretations; determine what is known vs. unknown	<i>Interpret:</i> 170, 184, 196, 272, 374, 386	<i>Interpret:</i> T170, T184, T196, T272, T374, T386
	Report on explicit and inferred characteristics, patterns, or behavior	<i>Take Action:</i> 53, 61, 261, 311, 413	<i>Take Action:</i> T53, T61, T261, T311, T413
	Describe the parts and wholes of a system	182	T182
	Sort, clarify, and summarize relationships	<i>Summarize:</i> 14, 87, 150, 189, 239, 250, 300	<i>Summarize:</i> T14, T87, T150, T189, T239, T250, T300
	Summarize most important aspects of information	<i>Summarize:</i> 14, 87, 150, 189, 239, 250, 300	<i>Summarize:</i> T14, T87, T150, T189, T239, T250, T300
	<b>Explain</b>		
	<b>ELD-SI.4-12.Explain</b>		
	Generate and convey initial thinking	<i>Share Your Perspective:</i> 14, 28, 33, 42, 66, 71, 80, 94, 120, 136, 141, 150, 170, 184, 189, 196, 220, 234, 239, 250, 272, 277, 284, 300, 326, 338, 343, 352	<i>Share Your Perspective:</i> T14, T28, T33, T42, T66, T71, T80, T94, T120, T136, T141, T150, T170, T184, T189, T196, T220, T234, T239, T250, T272, T277, T284, T300, T326, T338, T343, T352
	Follow and describe cycles and sequences of steps or procedures and their causes and effects	<i>Sequence:</i> 317	<i>Sequence:</i> T317
	Compare changing variables, factors, and circumstances	<i>Factors:</i> 124, 166, 196, 198, 210	<i>Factors:</i> T124, T166, T196, T198, T210
	Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes	49, 101, 157, 257, 307, 359, 409	T49, T101, T157, T257, T307, T359, T409
	Act on feedback to revise understandings of how or why something is or works in particular ways	<i>Feedback Frames:</i> 49, 101, 157, 257, 307, 359, 409	<i>Feedback Frames:</i> T49, T101, T157, T257, T307, T359, T409

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	Standard	SE Where Addressed	TE Where Addressed
	<b>Argue</b>		
	<b>ELD-SI.4-12.Argue</b>		
	Generate questions about different perspectives	227	T227
	Support or challenge an opinion, premise, or interpretation	102, 234	T102, T234
	Clarify and elaborate ideas based on feedback	<i>Feedback Frame:</i> 101	<i>Feedback Frame:</i> T101
	Evaluate changes in thinking, identifying trade-offs	<i>Discussion Frames:</i> 80, 391	<i>Discussion Frames:</i> T800, T391
	Refine claims and reasoning based on new information or evidence	<i>Discussion Frames:</i> 80, 391	<i>Discussion Frames:</i> T80, T391
	<b>WIDA ELD STANDARD 2</b> Language for Language Arts		
	<b>Language Expectations:</b> Multilingual learners will...		
	<b>Narrate</b>		
	<b>ELD-LA.9-12.Narrate.Interpretive</b>		
	Interpret language arts narratives by		
	Identifying themes or central ideas that develop over the course of a text	<i>Reading Skill:</i> 7 <i>Apply the Skill:</i> 14	<i>Reading Skill:</i> T7 <i>Apply the Skill:</i> T14
	Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)	<i>Reading Skill:</i> 111, 345 <i>Apply the Skill:</i> 120, 352	<i>Reading Skill:</i> T111, T345 <i>Apply the Skill:</i> T120, T352
	Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view	<i>Key Vocabulary:</i> 6, 86, 110, 166, 240, 266, 344	<i>Key Vocabulary:</i> T6, T86, T110, T166, T240, T266, T344
	<b>ELD-LA.9-12.Narrate.Interpretive</b>		
	Construct language arts narratives that		
	Orient audience to context and one or multiple point(s) of view	<i>Writing:</i> 46-49, 154-157, 356-359, 406-409	<i>Writing:</i> T46-T49, T154-T157, T356-T359, T406-T409
	Develop and describe characters and their relationships over a progression of experiences or events	<i>Writing:</i> 46-49, 154-157, 356-359, 406-409	<i>Writing:</i> T46-T49, T154-T157, T356-T359, T406-T409
	Develop story, advancing the plot and themes with complications and resolutions, time and event sequences	<i>Writing:</i> 46-49, 154-157, 356-359, 406-409	<i>Writing:</i> T46-T49, T154-T157, T356-T359, T406-T409
	Engage and adjust for audience	<i>Writing:</i> 46-49, 154-157, 356-359, 406-409	<i>Writing:</i> T46-T49, T154-T157, T356-T359, T406-T409

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	<b>Inform</b>		
	<b>ELD-LA.9-12.Inform.Interpretive</b>		
	Interpret informational texts in language arts by		
	Identifying and/or summarizing central ideas	<i>Reading Skill:</i> 191 <i>Apply the Skill:</i> 196 <i>Summarize:</i> 7, 150, 250, 300	<i>Reading Skill:</i> T191 <i>Apply the Skill:</i> T196 <i>Summarize:</i> T7, T150, T250, T300
	Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships	<i>Understand and Analyze:</i> 28, 42, 66, 80, 136, 150, 184, 196, 220, 234, 284, 301, 326, 338, 386, 402 <i>Reading Skill:</i> 143 <i>Apply the Skill:</i> 150	<i>Understand and Analyze:</i> T28, T42, T66, T80, T136, T150, T184, T196, T220, T234, T284, T301, T326, T338, T386, T402 <i>Reading Skill:</i> T143 <i>Apply the Skill:</i> T150
	Evaluating cumulative impact and refinement of author's key word choices over the course of text	<i>Key Vocabulary:</i> 20, 34, 58, 72, 126, 142, 176, 190, 212, 226, 278, 290, 316, 332,	<i>Key Vocabulary:</i> T20, T34, T58, T72, T126, T142, T176, T190, T212, T226, T278, T290, T316, T332
	<b>ELD-LA.9-12.Inform.Expressive</b>		
	Construct informational texts in language arts that		
	Introduce and define topic and/or entity for audience	<i>Writing:</i> 202-205, 304-307	<i>Writing:</i> T202-T205, T304-T307
	Establish an objective or neutral stance	<i>Writing:</i> 202-205, 304-307	<i>Writing:</i> T202-T205, T304-T307
	Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships	<i>Writing:</i> 202-205, 304-307	<i>Writing:</i> T202-T205, T304-T307
	Develop coherence and cohesion throughout text	<i>Writing:</i> 202-205, 304-307	<i>Writing:</i> T202-T205, T304-T307
	<b>Argue</b>		
	<b>ELD-LA.9-12.Argue.Interpretive</b>		
	Interpret language arts arguments by		
	Identifying and summarizing central ideas of primary or secondary sources	386	T386
	Analyzing use of rhetoric and details to advance point of view or purpose	227	T227
	Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims	227, 234	T227, T234

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	Standard	SE Where Addressed	TE Where Addressed
	<b>ELD-LA.9-12.Argue.Expressive</b>		
	Construct language arts arguments that		
	Introduce and develop precise claims and address counterclaims	<i>Writing:</i> 98-101	<i>Writing:</i> T98-T101
	Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence	<i>Writing:</i> 98-101	<i>Writing:</i> T98-T101
	Establish and maintain a formal style and objective tone	<i>Writing:</i> 98-101	<i>Writing:</i> T98-T101
	Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations	<i>Writing:</i> 98-101	<i>Writing:</i> T98-T101
	<b>WIDA ELD STANDARD 3</b> Language for Mathematics		
	<b>Language Expectations:</b> Multilingual learners will...		
	<b>Explain</b>		
	<b>ELD-MA.9-12.Explain.Interpretive</b>		
	Interpret mathematical explanations by		
	Identifying concept or entity		<i>Extension:</i> T194, T399
	Analyzing data and owning problem-solving approaches		<i>Extension:</i> T194, T399
	Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles		<i>Extension:</i> T194, T399
	<b>ELD-MA.9-12.Explain.Expressive</b>		
	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> .
	<b>Argue</b>		
	<b>ELD-MA.9-12.Argue.Interpretive</b>		
	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> .
	<b>ELD-MA.9-12.Argue.Expressive</b>		
	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> .
	<b>WIDA ELD STANDARD 4</b> Language for Science		
	<b>Language Expectations:</b> Multilingual learners will...		
	<b>Explain</b>		
	<b>ELD-SC.9-12.Explain.Interpretive</b>		
	Interpret scientific explanations by		
	Defining investigable questions or problems based on observations, information, and/or data about a phenomenon	284	T284
	Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs	284	T284
	Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions	284	T284
	<b>ELD-SC.9-12.Explain.Expressive</b>		
	Construct scientific explanations that		
	Describe reliable and valid evidence from multiple sources about a phenomenon	<i>Writing:</i> 202-205, 304-307	<i>Writing:</i> T202-T205, T304-T307
	Establish neutral or objective stance in how results are communicated	<i>Writing:</i> 202-205, 304-307	<i>Writing:</i> T202-T205, T304-T307



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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: 202-205, 304-307</i>	<i>Writing: T202-T205, T304-T307</i>
	Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs	<i>Writing: 202-205, 304-307</i>	<i>Writing: T202-T205, T304-T307</i>
	<b>Argue</b>		
	<b>ELD-SC.9-12.Argue.Interpretive</b>		
	Interpret scientific arguments by		
	Identifying appropriate and sufficient evidence from data, models, and/ or information from investigations of a phenomenon or design solutions		This objective is not directly addressed at this level of <i>Lift</i> .
	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> .
	<b>ELD-SC.9-12.Argue.Expressive</b>		
	Construct scientific arguments that		
	Introduce and contextualize topic/ phenomenon in current scientific or historical episodes in science		This objective is not directly addressed at this level of <i>Lift</i> .
	Defend or refute a claim based on data and evidence		This objective is not directly addressed at this level of <i>Lift</i> .
	Establish and maintain an appropriate tone and stance (neutral/objective or biased/ subjective)		This objective is not directly addressed at this level of <i>Lift</i> .
	Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal		This objective is not directly addressed at this level of <i>Lift</i> .



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	<b>Standard</b>	<b>SE Where Addressed</b>	<b>TE Where Addressed</b>
	<b>WIDA ELD STANDARD 5</b>		
	Language for Social Studies		
	<b>Language Expectations:</b> Multilingual learners will...		
	<b>Explain</b>		
	<b>ELD-SS.9-12.Explain.Interpretive</b>		
	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	28, 300	T28, T300
	Analyzing sources for logical relationships among contributing factors, causes, or related concepts	28, 41, 66, 136, 150, 300	T28, T41, T66, T136, T150, T300
	Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose	28	T28
	<b>ELD-SS.9-12.Explain.Expressive</b>		
	Construct social studies explanations that		
	Introduce and contextualize multiple phenomena or events	<i>Writing:</i> 202-205	<i>Writing:</i> T202-T205
	Establish perspective for communicating intended and unintended outcomes, consequences, or documentation	<i>Writing:</i> 202-205	<i>Writing:</i> T202-T205
	Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses	<i>Writing:</i> 202-205	<i>Writing:</i> T202-T205
	Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events	<i>Writing:</i> 202-205	<i>Writing:</i> T202-T205
	<b>Argue</b>		
	<b>ELD-SS.9-12.Argue.Interpretive</b>		
	Interpret social studies arguments by		
	Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)	234	T234

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	Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources	234	T234
	Evaluating credibility, accuracy, and relevancy of source based on expert perspectives		This objective is not directly addressed at this level of <i>Lift</i> .
	<b>ELD-SS.9-12.Argue.Expressive</b>		
	Construct social studies arguments that		
	Introduce and contextualize topic	<i>Writing:</i> 98-101	<i>Writing:</i> T98-T101
	Select relevant information to support precise and knowledgeable claims with evidence from multiple sources	<i>Writing:</i> 98-101	<i>Writing:</i> T98-T101
	Establish perspective	<i>Writing:</i> 98-101	<i>Writing:</i> T98-T101
	Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning	<i>Writing:</i> 98-101	<i>Writing:</i> T98-T101
	<b>Proficiency Level Descriptors</b>		
	<b>Proficiency Level Descriptors (PLDs)</b> 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.		
	<b>Grades 9-12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)</b> <i>Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...</i>		
<b>CRITERIA</b>	<b>End of Level 1</b>		
<b>DISCOURSE Organization of language</b>	<b>Understand how coherent texts (spoken, written, multimodal) are created...</b>		
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	21, 381, 386 <i>Assignment:</i> 45, 98, 102, 154, 202, 267, 304, 356, 406	T21, T381, T386 <i>Assignment:</i> T45, T98, T102, T154, T202, T267, T304, T356, T406
<b>DISCOURSE Cohesion of language</b>	<b>Understand how ideas are connected across a whole text through...</b>		
	multiple cohesive devices (synonyms, antonyms)	<i>Cohesive Devices:</i> 73, 80 <i>Transitional Words:</i> 205, 359 <i>Synonym/Antonym:</i> 403	<i>Cohesive Devices:</i> T73, T80 <i>Transitional Words:</i> T205, T359 <i>Synonym/Antonym:</i> T117, T169, T403

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<b>DISCOURSE</b> Density of language	<b>Understand how ideas are elaborated or condensed through...</b>		
	expanded noun groups with prepositional phrases ( <i>the chemical element with the symbol H</i> )	<i>Prepositional Phrase: 29</i>	<i>Prepositional Phrase: T29</i>
<b>SENTENCE</b> Grammatical complexity	<b>Understand how meanings are extended or enhanced through...</b>		
	multiple related simple sentences (All people have needs and wants. <i>This is called demand.</i> )	<i>Language Convention: 251</i>	<i>Language Convention: T251</i>
<b>WORD, PHRASE</b> Precision of language	<b>Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...</b>		
	a growing number of words and phrases in a variety of contexts ( <i>sit tight for the announcements, in this novel</i> )	<i>Academic Vocabulary: 5, 57, 109, 165, 211, 265, 315</i> <i>Key Vocabulary: 6, 20, 34, 58, 72, 86, 110, 126, 142, 166, 176, 190, 212, 226, 240, 266, 278, 290, 316, 332, 344</i> <i>Phrase: 29, 49, 285</i>	<i>Academic Vocabulary: T5, T57, T109, T165, T211, T265, T315</i> <i>Key Vocabulary: T6, T20, T34, T58, T72, T86, T110, T126, T142, T166, T176, T190, T212, T226, T240, T266, T278, T290, T316, T332, T344</i> <i>Phrase: T29, T49, T285</i>
	<b>End of Level 2</b>		
<b>DISCOURSE</b> Organization of language	<b>Understand how coherent texts (spoken, written, multimodal) are created...</b>		
	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	21, 381, 386 <i>Assignment: 45, 98, 102, 154, 202, 267, 304, 356, 406</i>	T21, T381, T386 <i>Assignment: T45, T98, T102, T154, T202, T267, T304, T356, T406</i>
<b>DISCOURSE</b> Cohesion of language	<b>Understand how ideas are connected across a whole text through...</b>		
	a variety of cohesive devices that connect larger meaningful chunks of text including (class/subclass, whole/part)	<i>Cohesive Devices: 73, 80</i> <i>Transitional Words: 205, 359</i> <i>Synonym/Antonym: 403</i>	<i>Cohesive Devices: T73, T80</i> <i>Transitional Words: T205, T359</i> <i>Synonym/Antonym: T403</i>

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<b>DISCOURSE</b> Density of language	<b>Understand how ideas are elaborated or condensed through...</b>		
	expanded noun groups with embedded clauses ( <i>chemical element that has these physical properties</i> )	Clause: 197, 221, 251	Clause: T197, T221, T251
<b>SENTENCE</b> Grammatical complexity	<b>Understand how meanings are extended or enhanced through...</b>		
	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>All people have needs <b>and</b> wants and it's called demand.</i> )	Language Convention: 197, 221, 251	Language Convention: T197, T221, T251
<b>WORD, PHRASE</b> Precision of language	<b>Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...</b>		
	an expanding number of words and phrases including idioms and collocations ( <i>to make a long story short</i> )	Academic Vocabulary: 5, 57, 109, 165, 211, 265, 315 Key Vocabulary: 6, 20, 34, 58, 72, 86, 110, 126, 142, 166, 176, 190, 212, 226, 240, 266, 278, 290, 316, 332, 344 Phrase: 29, 49, 285 Idioms: 81, 235	Academic Vocabulary: T5, T57, T109, T165, T211, T265, T315 Key Vocabulary: T6, T20, T34, T58, T72, T86, T110, T126, T142, T166, T176, T190, T212, T226, T240, T266, T278, T290, T316, T332, T344 Phrase: T29, T49, T285 Idioms: T81, T235
	<b>End of Level 3</b>		
<b>DISCOURSE</b> Organization of language	<b>Understand how coherent texts (spoken, written, multimodal) are created...</b>		
	to meet a purpose through specific organization (orientation and explanation sequence)	21, 381, 386 Assignment: 45, 98, 102, 154, 202, 267, 304, 356, 406	T21, T381, T386 Assignment: T45, T98, T102, T154, T202, T267, T304, T356, T406
<b>DISCOURSE</b> Cohesion of language	<b>Understand how ideas are connected across a whole text through...</b>		
	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	Cohesive Devices: 73, 80 Transitional Words: 205, 359 Synonym/Antonym: 403	Cohesive Devices: T73, T80 Transitional Words: T205, T359 Synonym/Antonym: T403

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	<b>Standard</b>	<b>SE Where Addressed</b>	<b>TE Where Addressed</b>
<b>DISCOURSE</b> Density of language	<b>Understand how ideas are elaborated or condensed through...</b>		
	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> 197, 221, 251	<i>Clause:</i> T197, T221, T251
<b>SENTENCE</b> Grammatical complexity	<b>Understand how meanings are extended or enhanced through...</b>		
	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>All people have needs and wants <b>but</b> there are only limited...</i> )	<i>Language Convention:</i> 197, 221, 251	<i>Language Convention:</i> T197, T221, T251
<b>WORD, PHRASE</b> Precision of language	<b>Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...</b>		
	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns ( <i>within seconds</i> )	<i>Academic Vocabulary:</i> 5, 57, 109, 165, 211, 265, 315 <i>Key Vocabulary:</i> 6, 20, 34, 58, 72, 86, 110, 126, 142, 166, 176, 190, 212, 226, 240, 266, 278, 290, 316, 332, 344 <i>Phrase:</i> 29, 49, 285	<i>Academic Vocabulary:</i> T5, T57, T109, T165, T211, T265, T315 <i>Key Vocabulary:</i> T6, T20, T34, T58, T72, T86, T110, T126, T142, T166, T176, T190, T212, T226, T240, T266, T278, T290, T316, T332, T344 <i>Phrase:</i> T29, T49, T285
	<b>End of Level 4</b>		
<b>DISCOURSE</b> Organization of language	<b>Understand how coherent texts (spoken, written, multimodal) are created...</b>		
	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> 45, 98, 102, 154, 202, 267, 304, 356, 406 <i>Text Structure:</i> 21, 28, 241, 250, 317, 326	<i>Assignment:</i> T45, T98, T102, T154, T202, T267, T304, T356, T406 <i>Text Structure:</i> T21, T28, T241, T250, T317, T326

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	<b>Standard</b>	<b>SE Where Addressed</b>	<b>TE Where Addressed</b>
<b>DISCOURSE</b> <b>Cohesion of language</b>	<b>Understand how ideas are connected across a whole text through...</b>		
	cohesive devices and common strategies that connect ideas throughout a text (given/new)	<i>Cohesive Devices: 73, 80 Transitional Words: 205, 359 Synonym/Antonym: 403</i>	<i>Cohesive Devices: T73, T80 Transitional Words: T205, T359 Synonym/Antonym: T403</i>
<b>DISCOURSE</b> <b>Density of language</b>	<b>Understand how ideas are elaborated or condensed through...</b>		
	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	<i>Clause: 197, 221, 251</i>	<i>Clause: T197, T221, T251 Word Families: T9, T117, T169, T232, T294</i>
<b>SENTENCE</b> <b>Grammatical complexity</b>	<b>Understand how meanings are extended or enhanced through...</b>		
	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area ( <i><b>Whenever</b> there is an increased demand, the prices go up.</i> )	<i>Language Convention: 197, 221, 251</i>	<i>Language Convention: T197, T221, T251</i>
<b>WORD, PHRASE</b> <b>Precision of language</b>	<b>Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...</b>		
	a wide variety of words, phrases, and expressions with multiple meanings across content areas ( <i>division of power versus long division</i> )	<i>Academic Vocabulary: 5, 57, 109, 165, 211, 265, 315 Key Vocabulary: 6, 20, 34, 58, 72, 86, 110, 126, 142, 166, 176, 190, 212, 226, 240, 266, 278, 290, 316, 332, 344 Phrase: 29, 49, 285</i>	<i>Academic Vocabulary: T5, T57, T109, T165, T211, T265, T315 Key Vocabulary: T6, T20, T34, T58, T72, T86, T110, T126, T142, T166, T176, T190, T212, T226, T240, T266, T278, T290, T316, T332, T344 Phrase: T29, T49, T285 Multiple Meaning: T182, T229, T372</i>

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	<b>Standard</b>	<b>SE Where Addressed</b>	<b>TE Where Addressed</b>
	<b>End of Level 5</b>		
<b>DISCOURSE Organization of language</b>	<b>Understand how coherent texts (spoken, written, multimodal) are created...</b>		
	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> 45, 98, 102, 154, 202, 267, 304, 356, 406 <i>Text Structure:</i> 21, 28, 241, 250, 317, 326	<i>Assignment:</i> T45, T98, T102, T154, T202, T267, T304, T356, T406 <i>Text Structure:</i> T21, T28, T241, T250, T317, T326
<b>DISCOURSE Cohesion of language</b>	<b>Understand how ideas are connected across a whole text through...</b>		
	various types of cohesive devices and strategies that connect ideas throughout a text	<i>Cohesive Devices:</i> 73, 80 <i>Transitional Words:</i> 205, 359 <i>Synonym/Antonym:</i> 403	<i>Cohesive Devices:</i> T73, T80 <i>Transitional Words:</i> T205, T359 <i>Synonym/Antonym:</i> T403
<b>DISCOURSE Density of language</b>	<b>Understand how ideas are elaborated or condensed through...</b>		
	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> 197, 221, 251	<i>Clause:</i> T197, T221, T251
<b>SENTENCE Grammatical complexity</b>	<b>Understand how meanings are extended or enhanced through...</b>		
	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area ( <b><i>Despite the obvious problems with equity, some people...</i></b> )	<i>Language Convention:</i> 197, 221, 251	<i>Language Convention:</i> T197, T221, T251



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	Standard	SE Where Addressed	TE Where Addressed
<b>WORD, PHRASE Precision of language</b>	<b>Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...</b>		
	strategic use of various words, phrases, and expressions with shades of meaning across content areas ( <i>tumultuous and catastrophic events</i> )	<i>Academic Vocabulary:</i> 5, 57, 109, 165, 211, 265, 315 <i>Key Vocabulary:</i> 6, 20, 34, 58, 72, 86, 110, 126, 142, 166, 176, 190, 212, 226, 240, 266, 278, 290, 316, 332, 344 <i>Phrase:</i> 29, 49, 285	<i>Academic Vocabulary:</i> T5, T57, T109, T165, T211, T265, T315 <i>Key Vocabulary:</i> T6, T20, T34, T58, T72, T86, T110, T126, T142, T166, T176, T190, T212, T226, T240, T266, T278, T290, T316, T332, T344 <i>Phrase:</i> T29, T49, T285 <i>Multiple Meaning:</i> T182, T229, T372
	<b>End of Level 6</b>		
<b>DISCOURSE Organization of language</b>	<b>Understand how coherent texts (spoken, written, multimodal) are created...</b>		
	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> 45, 98, 102, 154, 202, 267, 304, 356, 406 <i>Text Structure:</i> 21, 28, 241, 250, 317, 326	<i>Assignment:</i> T45, T98, T102, T154, T202, T267, T304, T356, T406 <i>Text Structure:</i> T21, T28, T241, T250, T317, T326
<b>DISCOURSE Cohesion of language</b>	<b>Understand how ideas are connected across a whole text through...</b>		
	authors' strategic and creative ways to connect units of meaning throughout a whole text	<i>Cohesive Devices:</i> 73, 80 <i>Transitional Words:</i> 205, 359 <i>Synonym/Antonym:</i> 403	<i>Cohesive Devices:</i> T73, T80 <i>Transitional Words:</i> T205, T359 <i>Synonym/Antonym:</i> T403
<b>DISCOURSE Density of language</b>	<b>Understand how ideas are elaborated or condensed through...</b>		
	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas	<i>Clause:</i> 197, 221, 251	<i>Clause:</i> T197, T221, T251 <i>Word Families:</i> T9, T117, T169, T232, T294

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	Standard	SE Where Addressed	TE Where Addressed
<b>SENTENCE</b> <b>Grammatical</b> <b>complexity</b>	<b>Understand how meanings are extended or enhanced through...</b>		
	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	<i>Language Convention:</i> 197, 221, 251	<i>Language Convention:</i> T197, T221, T251
<b>WORD,</b> <b>PHRASE</b> <b>Precision of</b> <b>language</b>	<b>Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...</b>		
	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>Academic Vocabulary:</i> 5, 57, 109, 165, 211, 265, 315 <i>Key Vocabulary:</i> 6, 20, 34, 58, 72, 86, 110, 126, 142, 166, 176, 190, 212, 226, 240, 266, 278, 290, 316, 332, 344 <i>Phrase:</i> 29, 49, 285	<i>Academic Vocabulary:</i> T5, T57, T109, T165, T211, T265, T315 <i>Key Vocabulary:</i> T6, T20, T34, T58, T72, T86, T110, T126, T142, T166, T176, T190, T212, T226, T240, T266, T278, T290, T316, T332, T344 <i>Phrase:</i> T29, T49, T285
	<b>Grades 9-12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)</b> <i>Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...</i>		
<b>CRITERIA</b>	<b>End of Level 1</b>		
<b>DISCOURSE</b> <b>Organization</b> <b>of language</b>	<b>Create coherent texts (spoken, written, multimodal) using...</b>		
	short text that conveys intended purpose using predictable organization (paragraph openers: <i>First..., Finally, In November, Plant cells have...</i> )	<i>Text Structure:</i> 21, 28, 241, 250, 317, 326	<i>Text Structure:</i> T21, T28, T241, T250, T317, T326

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<b>DISCOURSE</b> <b>Cohesion of language</b>	<b>Connect ideas across a whole text through...</b>		
	a growing number of cohesive devices (demonstratives, repetition)	<i>Cohesive Devices:</i> 73, 80 <i>Transitional Words:</i> 205, 359 <i>Synonym/Antonym:</i> 403	<i>Cohesive Devices:</i> T73, T80 <i>Transitional Words:</i> T205, T359 <i>Synonym/Antonym:</i> T403
<b>DISCOURSE</b> <b>Density of language</b>	<b>Elaborate or condense ideas through...</b>		
	some types of elaboration (demonstratives: <i>these five rules</i> )		This objective is not directly addressed at this level of <i>Lift</i> .
<b>SENTENCE</b> <b>Grammatical complexity</b>	<b>Extend or enhance meanings through...</b>		
	simple sentences with emerging use of clauses ( <i>Bolivia is in South America. It's a home to...</i> )	<i>Clause:</i> 197, 221, 251	<i>Clause:</i> T197, T221, T251
<b>WORD, PHRASE</b> <b>Precision of language</b>	<b>Create precise meanings through everyday, cross-disciplinary, and technical language with...</b>		
	a growing repertoire of words and phrases with growing precision ( <i>mitosis, symbiotic relationships</i> )	<i>Academic Vocabulary:</i> 5, 57, 109, 165, 211, 265, 315 <i>Key Vocabulary:</i> 6, 20, 34, 58, 72, 86, 110, 126, 142, 166, 176, 190, 212, 226, 240, 266, 278, 290, 316, 332, 344 <i>Phrase:</i> 29, 49, 285	<i>Academic Vocabulary:</i> T5, T57, T109, T165, T211, T265, T315 <i>Key Vocabulary:</i> T6, T20, T34, T58, T72, T86, T110, T126, T142, T166, T176, T190, T212, T226, T240, T266, T278, T290, T316, T332, T344 <i>Phrase:</i> T29, T49, T285
	<b>End of Level 2</b>		
<b>DISCOURSE</b> <b>Organization of language</b>	<b>Create coherent texts (spoken, written, multimodal) using...</b>		
	expanding text that conveys intended purpose using generic (not genre- specific) organization (introduction, body, conclusion) with some paragraph openers	<i>Text Structure:</i> 21, 28, 241, 250, 317, 326	<i>Text Structure:</i> T21, T28, T241, T250, T317, T326

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	<b>Standard</b>	<b>SE Where Addressed</b>	<b>TE Where Addressed</b>
<b>DISCOURSE</b> <b>Cohesion of language</b>	<b>Connect ideas across a whole text through...</b>		
	an expanding number of cohesive devices (given/new, whole/ part, class/subclass)	<i>Cohesive Devices:</i> 73, 80 <i>Transitional Words:</i> 205, 359 <i>Synonym/Antonym:</i> 403	<i>Cohesive Devices:</i> T73, T80 <i>Transitional Words:</i> T205, T359 <i>Synonym/Antonym:</i> T403
<b>DISCOURSE</b> <b>Density of language</b>	<b>Elaborate or condense ideas through...</b>		
	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> .
<b>SENTENCE</b> <b>Grammatical complexity</b>	<b>Extend or enhance meanings through...</b>		
	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> )	<i>Clause:</i> 197, 221, 251	<i>Clause:</i> T197, T221, T251
<b>WORD, PHRASE</b> <b>Precision of language</b>	<b>Create precise meanings through everyday, cross-disciplinary, and technical language with...</b>		
	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision (miss the boat)	<i>Academic Vocabulary:</i> 5, 57, 109, 165, 211, 265, 315 <i>Key Vocabulary:</i> 6, 20, 34, 58, 72, 86, 110, 126, 142, 166, 176, 190, 212, 226, 240, 266, 278, 290, 316, 332, 344 <i>Phrase:</i> 29, 49, 285 <i>Idioms:</i> 81, 235	<i>Academic Vocabulary:</i> T5, T57, T109, T165, T211, T265, T315 <i>Key Vocabulary:</i> T6, T20, T34, T58, T72, T86, T110, T126, T142, T166, T176, T190, T212, T226, T240, T266, T278, T290, T316, T332, T344 <i>Phrase:</i> T29, T49, T285 <i>Idioms:</i> T81, T235
	<b>End of Level 3</b>		
<b>DISCOURSE</b> <b>Organization of language</b>	<b>Create coherent texts (spoken, written, multimodal) using...</b>		
	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	<i>Text Structure:</i> 21, 28, 241, 250, 317, 326	<i>Text Structure:</i> T21, T28, T241, T250, T317, T326

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<b>DISCOURSE Cohesion of language</b>	<b>Connect ideas across a whole text through...</b>		
	a flexible number of cohesive devices (ellipsis, substitution/ omission)	<i>Cohesive Devices:</i> 73, 80 <i>Transitional Words:</i> 205, 359 <i>Synonym/Antonym:</i> 403	<i>Cohesive Devices:</i> T73, T80 <i>Transitional Words:</i> T205, T359 <i>Synonym/Antonym:</i> T403
<b>DISCOURSE Density of language</b>	<b>Elaborate or condense ideas through...</b>		
	a variety of types of elaboration (adding in embedded clauses after the noun: <i>ancient kingdoms which were buried by ash</i> )		This objective is not directly addressed at this level of <i>Lift</i> .
<b>SENTENCE Grammatical complexity</b>	<b>Extend or enhance meanings through...</b>		
	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> )	<i>Clause:</i> 197, 221, 251	<i>Clause:</i> T197, T221, T251
<b>WORD, PHRASE Precision of language</b>	<b>Create precise meanings through everyday, cross-disciplinary, and technical language with...</b>		
	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>Academic Vocabulary:</i> 5, 57, 109, 165, 211, 265, 315 <i>Key Vocabulary:</i> 6, 20, 34, 58, 72, 86, 110, 126, 142, 166, 176, 190, 212, 226, 240, 266, 278, 290, 316, 332, 344 <i>Phrase:</i> 29, 49, 285	<i>Academic Vocabulary:</i> T5, T57, T109, T165, T211, T265, T315 <i>Key Vocabulary:</i> T6, T20, T34, T58, T72, T86, T110, T126, T142, T166, T176, T190, T212, T226, T240, T266, T278, T290, T316, T332, T344 <i>Phrase:</i> T29, T49, T285

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	Standard	SE Where Addressed	TE Where Addressed
	<b>End of Level 4</b>		
<b>DISCOURSE Organization of language</b>	<b>Create coherent texts (spoken, written, multimodal) using...</b>		
	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>Text Structure:</i> 21, 28, 241, 250, 317, 326	<i>Text Structure:</i> T21, T28, T241, T250, T317, T326
<b>DISCOURSE Cohesion of language</b>	<b>Connect ideas across a whole text through...</b>		
	a variety of cohesive devices used in genre- and discipline-specific ways	<i>Cohesive Devices:</i> 73, 80 <i>Transitional Words:</i> 205, 359 <i>Synonym/Antonym:</i> 403	<i>Cohesive Devices:</i> T73, T80 <i>Transitional Words:</i> T205, T359 <i>Synonym/Antonym:</i> T403
<b>DISCOURSE Density of language</b>	<b>Elaborate or condense ideas through...</b>		
	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization		<i>Word Families:</i> T9, T117, T169, T232, T294
<b>SENTENCE Grammatical complexity</b>	<b>Extend or enhance meanings through...</b>		
	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> )	<i>Clause:</i> 197, 221, 251	<i>Clause:</i> T197, T221, T251

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<b>WORD, PHRASE Precision of language</b>	<b>Create precise meanings through everyday, cross-disciplinary, and technical language with...</b>		
	a variety of words and phrases, including evaluation and obligation, with precision ( <i>we shall overcome</i> )	<i>Academic Vocabulary:</i> 5, 57, 109, 165, 211, 265, 315 <i>Key Vocabulary:</i> 6, 20, 34, 58, 72, 86, 110, 126, 142, 166, 176, 190, 212, 226, 240, 266, 278, 290, 316, 332, 344 <i>Phrase:</i> 29, 49, 285	<i>Academic Vocabulary:</i> T5, T57, T109, T165, T211, T265, T315 <i>Key Vocabulary:</i> T6, T20, T34, T58, T72, T86, T110, T126, T142, T166, T176, T190, T212, T226, T240, T266, T278, T290, T316, T332, T344 <i>Phrase:</i> T29, T49, T285
	<b>End of Level 5</b>		
<b>DISCOURSE Organization of language</b>	<b>Create coherent texts (spoken, written, multimodal) using...</b>		
	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	<i>Text Structure:</i> 21, 28, 241, 250, 317, 326	<i>Text Structure:</i> T21, T28, T241, T250, T317, T326
<b>DISCOURSE Cohesion of language</b>	<b>Connect ideas across a whole text through...</b>		
	a wide variety of cohesive devices used in genre- and discipline-specific ways	<i>Cohesive Devices:</i> 73, 80 <i>Transitional Words:</i> 205, 359 <i>Synonym/Antonym:</i> 403	<i>Cohesive Devices:</i> T73, T80 <i>Transitional Words:</i> T205, T359 <i>Synonym/Antonym:</i> T403
<b>DISCOURSE Density of language</b>	<b>Elaborate or condense ideas through...</b>		
	a flexible range of types of elaboration and a growing number of ways to condense ideas	<i>Cohesive Devices:</i> 73, 80 <i>Transitional Words:</i> 205, 359 <i>Synonym/Antonym:</i> 403	<i>Cohesive Devices:</i> T73, T80 <i>Transitional Words:</i> T205, T359 <i>Synonym/Antonym:</i> T403



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	<b>Standard</b>	<b>SE Where Addressed</b>	<b>TE Where Addressed</b>
<b>SENTENCE</b> <b>Grammatical complexity</b>	<b>Extend or enhance meanings through...</b>		
	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> )	<i>Clause:</i> 197, 221, 251	<i>Clause:</i> T197, T221, T251
<b>WORD, PHRASE</b> <b>Precision of language</b>	<b>Create precise meanings through everyday, cross-disciplinary, and technical language with...</b>		
	a wide variety of words and phrases with precision ( <i>the dictator ruled with terror</i> ) according to the genre, purpose, and discipline	<i>Academic Vocabulary:</i> 5, 57, 109, 165, 211, 265, 315 <i>Key Vocabulary:</i> 6, 20, 34, 58, 72, 86, 110, 126, 142, 166, 176, 190, 212, 226, 240, 266, 278, 290, 316, 332, 344 <i>Phrase:</i> 29, 49, 285	<i>Academic Vocabulary:</i> T5, T57, T109, T165, T211, T265, T315 <i>Key Vocabulary:</i> T6, T20, T34, T58, T72, T86, T110, T126, T142, T166, T176, T190, T212, T226, T240, T266, T278, T290, T316, T332, T344 <i>Phrase:</i> T29, T49, T285
	<b>End of Level 6</b>		
<b>DISCOURSE</b> <b>Organization of language</b>	<b>Create coherent texts (spoken, written, multimodal) using...</b>		
	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.	<i>Text Structure:</i> 21, 28, 241, 250, 317, 326	<i>Text Structure:</i> T21, T28, T241, T250, T317, T326
<b>DISCOURSE</b> <b>Cohesion of language</b>	<b>Connect ideas across a whole text through...</b>		
	a flexible and strategic use of cohesive devices	<i>Cohesive Devices:</i> 73, 80 <i>Transitional Words:</i> 205, 359 <i>Synonym/Antonym:</i> 403	<i>Cohesive Devices:</i> T73, T80 <i>Transitional Words:</i> T205, T359 <i>Synonym/Antonym:</i> T403

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	<b>Standard</b>	<b>SE Where Addressed</b>	<b>TE Where Addressed</b>
<b>DISCOURSE</b> <b>Density of language</b>	<b>Elaborate or condense ideas through...</b>		
	multiple and strategic use of language features to elaborate and condense ideas	<i>Cohesive Devices:</i> 73, 80 <i>Transitional Words:</i> 205, 359 <i>Synonym/Antonym:</i> 403	<i>Cohesive Devices:</i> T73, T80 <i>Transitional Words:</i> T205, T359 <i>Synonym/Antonym:</i> T403
<b>SENTENCE</b> <b>Grammatical complexity</b>	<b>Extend or enhance meanings through...</b>		
	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area ( <i><b>Even though</b> Spanish is the official language, several indigenous languages are spoken.</i> )	<i>Clause:</i> 197, 221, 251	<i>Clause:</i> T197, T221, T251
<b>WORD, PHRASE</b> <b>Precision of language</b>	<b>Create precise meanings through everyday, cross-disciplinary, and technical language with...</b>		
	flexible and strategic use of various words and phrases ( <i>marveled at the Eiffel Tower</i> ) according to the genre, purpose, and discipline	<i>Academic Vocabulary:</i> 5, 57, 109, 165, 211, 265, 315 <i>Key Vocabulary:</i> 6, 20, 34, 58, 72, 86, 110, 126, 142, 166, 176, 190, 212, 226, 240, 266, 278, 290, 316, 332, 344 <i>Phrase:</i> 29, 49, 285	<i>Academic Vocabulary:</i> T5, T57, T109, T165, T211, T265, T315 <i>Key Vocabulary:</i> T6, T20, T34, T58, T72, T86, T110, T126, T142, T166, T176, T190, T212, T226, T240, T266, T278, T290, T316, T332, T344 <i>Phrase:</i> T29, T49, T285

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