

Language Power Red Level B
Correlation to TESOL (for Grades 3–5—Level 3)

Standard 1: English language learners <i>communicate</i> in English for <i>social, intercultural, and instructional</i> purposes within the school setting.		
Domain	Level 3	Lessons in <i>Language Power Red Level B</i>
Listening	Follow multi-step oral commands supported visually.	All Lessons
Speaking	Use sentences to provide information about self or opinions.	All Lessons
Reading	Make and confirm predictions based on prior knowledge or personal experience.	All Lessons
Writing	Produce short sentences associated with personal interests, opinions, and preferences.	All Lessons
Standard 2: English language learners <i>communicate</i> information, ideas, and concepts necessary for academic success in the content area of <i>language arts</i>.		
Listening	Follow directions in response to group reading of texts to show comprehension.	All Lessons
Speaking	Provide details to questions about illustrations or photographs in texts.	All Lessons
Reading	Identify main ideas with their details using visual support and graphic organizers.	All Lessons
Writing	Respond to texts using sentences supported visually or modeled by a teacher.	All Lessons

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics .		
Listening	Match general and some specific language associated with patterns and relationships.	<i>Our Garden in the City</i> (p. 74); <i>Our School Garden</i> (p. 124); <i>Music Around the World</i> (p. 152)
Speaking	Give information that demonstrates understanding of mathematical concepts using sentences.	<i>Our Garden in the City</i> (p. 74); <i>Our School Garden</i> (p. 124); <i>Music Around the World</i> (p. 152); <i>Traveling on an Airplane</i> (p. 162); <i>Traveling on a Train</i> (p. 166)
Reading	Sort attributes of two-dimensional shapes.	<i>Traveling on an Airplane</i> (p. 162); <i>Traveling on a Train</i> (p. 166)
Writing	Depict understanding of mathematical concepts using sentences.	<i>Our Garden in the City</i> (p. 74); <i>Our School Garden</i> (p. 124); <i>Music Around the World</i> (p. 152); <i>Traveling on an Airplane</i> (p. 162); <i>Traveling on a Train</i> (p. 166)
Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science .		
Listening	Match general and some specific language associated with forces of nature.	<i>Fires</i> (p. 64); <i>Tornadoes and Hurricanes!</i> (p. 134); <i>Hurricanes</i> (p. 138)
Speaking	Describe functions of body systems or parts using visual support.	<i>Bones</i> (p. 88); <i>Look Inside: Your Heart and Lungs</i> (p. 92); <i>Look Inside: Your Brain</i> (p. 96)
Reading	Differentiate information representing organisms in the environment using graphic or visual support with a partner.	<i>Eagles Up Close</i> (p. 34); <i>Horses Up Close</i> (p. 38); <i>At Risk!</i> (p. 42); <i>Wetlands</i> (p. 52); <i>Ponds</i> (p. 56); <i>Oceans</i> (p. 60)
Writing	Write sentences or short responses related to scientific concepts.	<i>Eagles Up Close</i> (p. 34); <i>Horses Up Close</i> (p. 38); <i>At Risk!</i> (p. 42); <i>Wetlands</i> (p. 52); <i>Ponds</i> (p. 56); <i>Oceans</i> (p. 60); <i>Fires</i> (p. 64); <i>Bones</i> (p. 88); <i>Look Inside: Your Heart and Lungs</i> (p. 92); <i>Look Inside: Your Brain</i> (p. 96); <i>Our School Garden</i> (p. 124); <i>Tornadoes and Hurricanes!</i> (p. 134); <i>Hurricanes</i> (p. 138)

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.		
Listening	Match information about historical events, figures, and leaders from oral statements supported graphically or visually.	<i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 102); <i>Annie Oakley: Little Sure Shot</i> (p. 106); <i>Thomas Jefferson: Declaring Our Freedom</i> (p. 110); <i>Harriet Tubman: Leading Slaves to Freedom</i> (p. 114)
Speaking	State information about groups, societies, and cultures with a partner.	<i>Places Around the World</i> (p. 144); <i>Homes Around the World</i> (p. 148); <i>Music Around the World</i> (p. 152)
Reading	Order or sequence information on historical events, figures, and leaders supported graphically or visually.	<i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 102); <i>Thomas Jefferson: Declaring Our Freedom</i> (p. 110)
Writing	Write sentences describing people, places, or objects in a community from pictures and models.	<i>At the Fire Station</i> (p. 70); <i>A Visit to a Farm</i> (p. 120)

Any matches of materials to specifics Model Performance Indicators or claims of correlation or alignment to the WIDA ELPS Standards are solely those of Teacher Created Materials and have not been evaluated by WIDA.

The Model Performance Indicators (MPIs) for the WIDA ELP Standards are exemplars of students' English language development. The MPIs are not the standards but are descriptive of scaffolded levels of English language proficiency for a given topic/genre and language domain based on increasing linguistic complexity, vocabulary usage, and language control through the use of supports. Educators should use transformations of the MPIs to meet their specific academic content area needs. For more information on MPI transformations, please consult the WIDA ELP Standards Resource Guide on the WIDA website at www.wida.us.

Language Power Red Level B
Correlation to TESOL Standards (for Grades 3–5—Level 4)

Standard 1: English language learners <i>communicate</i> in English for <i>social, intercultural, and instructional</i> purposes within the school setting.		
Domain	Level 4	Lessons in <i>Language Power Red Level B</i>
Listening	Follow a series of oral directions supported visually.	All Lessons
Speaking	Express connected ideas to relate personal information or opinions.	All Lessons
Reading	Compare and contrast personal experiences with those in illustrated text.	All Lessons
Writing	Produce sentences or short paragraphs associated with personal interests, opinions, and preferences.	All Lessons
Standard 2: English language learners <i>communicate</i> information, ideas, and concepts necessary for academic success in the content area of <i>language arts</i>.		
Listening	Respond nonverbally to teachers or peers to demonstrate comprehension of texts.	All Lessons
Speaking	Discuss details to questions about illustrations or photographs in texts.	All Lessons
Reading	Interpret text to identify main ideas and details using visual or graphic support.	All Lessons
Writing	Respond to texts using complete sentences or short paragraphs supported visually or modeled by a teacher.	All Lessons

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.		
Listening	Discriminate general and some specific language associated with patterns and relationships.	<i>Our Garden in the City</i> (p. 74); <i>Our School Garden</i> (p. 124); <i>Music Around the World</i> (p. 152)
Speaking	Discuss information that demonstrates understanding of mathematical concepts using words or phrases.	<i>Our Garden in the City</i> (p. 74); <i>Our School Garden</i> (p. 124); <i>Music Around the World</i> (p. 152); <i>Traveling on an Airplane</i> (p. 162); <i>Traveling on a Train</i> (p. 166)
Reading	Compare examples of two-dimensional shapes presented in pictures and text.	<i>Traveling on an Airplane</i> (p. 162); <i>Traveling on a Train</i> (p. 166)
Writing	Describe understanding of mathematical concepts using complete sentences or short paragraphs.	<i>Our Garden in the City</i> (p. 74); <i>Our School Garden</i> (p. 124); <i>Music Around the World</i> (p. 152); <i>Traveling on an Airplane</i> (p. 162); <i>Traveling on a Train</i> (p. 166)
Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.		
Listening	Discriminate general and some specific language associated with forces of nature.	<i>Fires</i> (p. 64); <i>Tornadoes and Hurricanes!</i> (p. 134); <i>Hurricanes</i> (p. 138)
Speaking	Discuss importance or usefulness of body systems or parts using visual support.	<i>Bones</i> (p. 88); <i>Look Inside: Your Heart and Lungs</i> (p. 92); <i>Look Inside: Your Brain</i> (p. 96)
Reading	Interpret information representing organisms in the environment using graphic or visual support with a partner.	<i>Eagles Up Close</i> (p. 34); <i>Horses Up Close</i> (p. 38); <i>At Risk!</i> (p. 42); <i>Wetlands</i> (p. 52); <i>Ponds</i> (p. 56); <i>Oceans</i> (p. 60)
Writing	Write complete sentences or short paragraphs related to scientific concepts.	<i>Eagles Up Close</i> (p. 34); <i>Horses Up Close</i> (p. 38); <i>At Risk!</i> (p. 42); <i>Wetlands</i> (p. 52); <i>Ponds</i> (p. 56); <i>Oceans</i> (p. 60); <i>Fires</i> (p. 64); <i>Bones</i> (p. 88); <i>Look Inside: Your Heart and Lungs</i> (p. 92); <i>Look Inside: Your Brain</i> (p. 96); <i>Our School Garden</i> (p. 124); <i>Tornadoes and Hurricanes!</i> (p. 134); <i>Hurricanes</i> (p. 138)

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies .		
Listening	Interpret information about historical events, figures, and leaders from oral statements supported graphically or visually.	<i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 102); <i>Annie Oakley: Little Sure Shot</i> (p. 106); <i>Thomas Jefferson: Declaring Our Freedom</i> (p. 110); <i>Harriet Tubman: Leading Slaves to Freedom</i> (p. 114)
Speaking	Give detailed information about groups, societies, and cultures with a partner.	<i>Places Around the World</i> (p. 144); <i>Homes Around the World</i> (p. 148); <i>Music Around the World</i> (p. 152)
Reading	Interpret information on historical events, figures, and leaders supported graphically or visually.	<i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 102); <i>Thomas Jefferson: Declaring Our Freedom</i> (p. 110)
Writing	Write complete sentences or short paragraphs describing people, places, or objects in a community from pictures and models.	<i>At the Fire Station</i> (p. 70); <i>A Visit to a Farm</i> (p. 120)

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