

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

Standard 1: English language learners <i>communicate</i> in English for <i>social, intercultural, and instructional</i> purposes within the school setting.		
Domain	Level 5	Lessons in <i>Language Power Red Level C</i>
Listening	Prioritize multi-step oral commands supported visually.	All Lessons
Speaking	Offer specific information about self or opinions.	All Lessons
Reading	Evaluate validity of information in grade-level text based on personal experiences.	All Lessons
Writing	Create pieces 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	Connect information from oral reading of grade-level material to demonstrate comprehension.	All Lessons
Speaking	Provide details to questions about illustrations or photographs in texts.	All Lessons
Reading	Explain main ideas and their supporting details.	All Lessons
Writing	Produce grade-level responses to text.	All Lessons

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.		
Listening	Apply general and specific language associated with grade-level mathematical concepts.	<i>Animal Investigations</i> (p. 34); <i>All About Sharks</i> (p. 38); <i>Wildlife Scientists</i> (p. 42); <i>People Who Predict</i> (p. 126); <i>Natural Disasters</i> (p. 130); <i>World Markets</i> (p. 140); <i>The World of Transportation</i> (p. 154); <i>Journeys: Land, Sea, Air</i> (p. 162)
Speaking	Explain information that demonstrates understanding of mathematical concepts using specific or technical vocabulary.	<i>Animal Investigations</i> (p. 34); <i>Wildlife Scientists</i> (p. 42); <i>People Who Predict</i> (p. 126); <i>Natural Disasters</i> (p. 130); <i>World Markets</i> (p. 140); <i>Journeys: Land, Sea, Air</i> (p. 162)
Reading	Create and use a coordinate map.	<i>Journeys: Land, Sea, Air</i> (p. 162)
Writing	Use grade-level writing to communicate understanding of mathematical concepts.	<i>Animal Investigations</i> (p. 34); <i>All About Sharks</i> (p. 38); <i>Wildlife Scientists</i> (p. 42); <i>People Who Predict</i> (p. 126); <i>Natural Disasters</i> (p. 130); <i>World Markets</i> (p. 140); <i>The World of Transportation</i> (p. 154); <i>Journeys: Land, Sea, Air</i> (p. 162)

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science .		
Listening	Apply general and specific language associated with grade-level scientific concepts.	<i>All About Sharks</i> (p. 38); <i>Wildlife Scientists</i> (p. 42); <i>Rainforests</i> (p. 52); <i>Deserts</i> (p. 56); <i>Forests</i> (p. 60); <i>The Five Senses</i> (p. 80); <i>The Digestive System</i> (p. 84); <i>Healthy Habits, Healthy You</i> (p. 88); <i>George Washington Carver: Planting Ideas</i> (p. 112); <i>The World of Plants</i> (p. 116); <i>People Who Predict</i> (p. 126); <i>Natural Disasters</i> (p. 130); <i>Take Off! All About Airplanes</i> (p. 158)
Speaking	Discuss and explain physical relationships among natural phenomena from real-life examples using technical vocabulary.	<i>People Who Predict</i> (p. 126); <i>Natural Disasters</i> (p. 130)
Reading	Apply information about body systems and their functions.	<i>The Five Senses</i> (p. 80); <i>The Digestive System</i> (p. 84); <i>Healthy Habits, Healthy You</i> (p. 88)
Writing	Write sentences and cohesive short responses related to scientific concepts.	<i>All About Sharks</i> (p. 38); <i>Rainforests</i> (p. 52); <i>Deserts</i> (p. 56); <i>Forests</i> (p. 60); <i>The Five Senses</i> (p. 80); <i>The Digestive System</i> (p. 84); <i>Healthy Habits, Healthy You</i> (p. 88); <i>George Washington Carver: Planting Ideas</i> (p. 112); <i>The World of Plants</i> (p. 116); <i>People Who Predict</i> (p. 126); <i>Natural Disasters</i> (p. 130)

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.		
Listening	Draw conclusions from information about historical events, figures, and leaders from oral discourse supported graphically or visually.	<i>George Washington</i> (p. 94); <i>Martin Luther King Jr.</i> (p. 98); <i>Susan B. Anthony</i> (p. 102); <i>Benjamin Franklin</i> (p. 106); <i>George Washington Carver: Planting Ideas</i> (p. 112)
Speaking	Explain, with details, information about groups, societies, and cultures.	<i>World Markets</i> (p. 140); <i>School Around the World</i> (p. 144)
Reading	Identify major discoveries in science and technology and some of their social and economic effects.	<i>A Day in the Life of a Firefighter</i> (p. 66); <i>Benjamin Franklin</i> (p. 106); <i>George Washington Carver: Planting Ideas</i> (p. 112); <i>The World of Transportation</i> (p. 154); <i>Take Off! All About Airplanes</i> (p. 158); <i>Journeys: Land, Sea, Air</i> (p. 162)
Writing	Create compositions utilizing information on historical events, figures, and leaders.	<i>George Washington</i> (p. 94); <i>Martin Luther King Jr.</i> (p. 98); <i>Susan B. Anthony</i> (p. 102); <i>Benjamin Franklin</i> (p. 106); <i>George Washington Carver: Planting Ideas</i> (p. 112)

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