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

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

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

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

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

Standard 3. English	n language learners <b>commun</b>	icate information ideas and	
	<b>Standard 3:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>mathematics</b> .		
Listening	Discriminate general and	Our Garden in the City (p. 74); Our	
Listening	some specific language	School Garden (p. 124); Music	
		7	
	associated with patterns	Around the World (p. 152)	
C 1-i	and relationships.	0 - C	
Speaking	Discuss information that	Our Garden in the City (p. 74); Our	
	demonstrates	School Garden (p. 124); Music	
	understanding of	Around the World (p. 152);	
	mathematical concepts	Traveling on an Airplane (p. 162);	
	using words or phrases.	Traveling on a Train (p. 166)	
Reading	Compare examples of two-	Traveling on an Airplane (p. 162);	
	dimensional shapes	Traveling on a Train (p. 166)	
	presented in pictures and		
	text.		
Writing	Describe understanding of	Our Garden in the City (p. 74); Our	
	mathematical concepts	School Garden (p. 124); Music	
	using complete sentences	Around the World (p. 152);	
	or short paragraphs.	Traveling on an Airplane (p. 162);	
		Traveling on a Train (p. 166)	
Standard 4: English	n language learners <b>commun</b>	icate information, ideas, and	
concepts necessary	for academic success in the c	ontent area of <b>science</b> .	
Listening	Discriminate general and	Fires (p. 64); Tornadoes and	
	some specific language	Hurricanes! (p. 134); Hurricanes	
	associated with forces of	(p. 138)	
	nature.		
Speaking	Discuss importance or	Bones (p. 88); Look Inside: Your	
	usefulness of body	Heart and Lungs (p. 92); Look	
	systems or parts using	Inside: Your Brain (p. 96)	
	visual support.		
Reading	Interpret information	Eagles Up Close (p. 34); Horses Up	
_	representing organisms in	Close (p. 38); At Risk! (p. 42);	
	the environment using	Wetlands (p. 52); Ponds (p. 56);	
	graphic or visual support	<i>Oceans</i> (p. 60)	
	with a partner.	d ,	
Writing	Write complete sentences	Eagles Up Close (p. 34); Horses Up	
	or short paragraphs	Close (p. 38); At Risk! (p. 42);	
	related to scientific	Wetlands (p. 52); Ponds (p. 56);	
	concepts.	Oceans (p. 60); Fires (p. 64); Bones	
	<b>F</b>	(p. 88); Look Inside: Your Heart and	
		Lungs (p. 92); Look Inside: Your	
		Brain (p. 96); Our School Garden	
		(p. 124); Tornadoes and	
		Hurricanes! (p. 134); Hurricanes	
		(p. 138)	
		(h. 190)	

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

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