

Language Power Purple Level B
Correlation to WIDA ELPS (for Grade K—Developing)

Standard 1: English language learners communicate in English for social and instructional purposes within the school setting.		
Domain	Level 3 (Developing)	Lessons in <i>Language Power</i> Purple Level B
Listening	Respond to stories using gestures or movement modeled by a teacher in a whole group.	<i>Dad Wants a Nap</i> (p. 34); <i>A Big Job</i> (p. 42); <i>A Frog's Life</i> (p. 56); <i>A Butterfly's Life</i> (p. 64); <i>Animal Mothers and Babies</i> (p. 72); <i>Lungs</i> (p. 100); <i>Muscles</i> (p. 104); <i>Recess Time</i> (p. 118); <i>Make a Chinese New Year Dragon</i> (p. 156); <i>Ready to Build</i> (p. 164)
Speaking	Engage in simple classroom exchanges.	All Lessons
Reading	Match words to pictures in a variety of contexts.	All Lessons
Writing	Label pictures from illustrated models using words with invented spellings.	All Lessons
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .		
Listening	Point to an object or perform a gesture in response to an oral command.	All Lessons
Speaking	Repeat key words during a reading lesson.	All Lessons
Reading	Match words to pictures from a piece of text.	All Lessons
Writing	Draw or trace key words about a text.	All Lessons

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics .		
Listening	Determine size of real-life objects using nonstandard measurement tools with a partner as modeled orally.	<i>After School</i> (p. 114); <i>Night at the Community Center</i> (p. 132)
Speaking	Compare the size of two objects in pictures using phrases.	<i>How Big Is Kip?</i> (p. 50); <i>After School</i> (p. 114)
Reading	Use labeled diagrams to guide use of nonstandard measurement with a partner.	<i>After School</i> (p. 114)
Writing	Depict understanding of mathematical concepts using words, phrases, or sentences with invented spellings.	<i>How Big Is Kip?</i> (p. 50); <i>Main Street Animal Shelter</i> (p. 68); <i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82); <i>After School</i> (p. 114); <i>Celebrate 100 Days</i> (p. 124); <i>Let's Play!</i> (p. 128); <i>Night at the Community Center</i> (p. 132); <i>Crafty Kids</i> (p. 148)

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .		
Listening	Identify stages of development in pictures of organisms in the environment following oral models as examples of exchange.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64);
Speaking	Describe everyday activities that involve senses with a partner in L1 or L2.	<i>Senses</i> (p. 96)
Reading	Match pictures to words or phrases.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Animal Mothers and Babies</i> (p. 72); <i>Senses</i> (p. 96); <i>Lungs</i> (p. 100); <i>Delicious and Nutritious</i> (p. 108); <i>Water</i> (p. 142)
Writing	Write words or phrases related to scientific concepts using inventive spellings.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Animal Mothers and Babies</i> (p. 72); <i>Senses</i> (p. 96); <i>Lungs</i> (p. 100); <i>Muscles</i> (p. 104); <i>Delicious and Nutritious</i> (p. 108); <i>Land</i> (p. 138); <i>Water</i> (p. 142)

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .		
Listening	Match pictures to words or phrases from oral directions.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make a Chinese New Year Dragon</i> (p. 156)
Speaking	Brainstorm key words for social studies content.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make Papel Picado</i> (p. 152); <i>Make a Chinese New Year Dragon</i> (p. 156)
Reading	Match pictures to words or phrases.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make a Chinese New Year Dragon</i> (p. 156)
Writing	Label people, places or objects in a community from pictures and models using words with invented spellings.	<i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make a Chinese New Year Dragon</i> (p. 156)

Language Power Purple Level B
Correlation to WIDA ELPS (for Grade K—Expanding)

Standard 1: English language learners communicate in English for social and instructional purposes within the school setting.		
Domain	Level 4 (Expanding)	Lessons in <i>Language Power</i> Purple Level B
Listening	Follow oral directions according to complex commands.	All Lessons
Speaking	Engage in simple classroom exchanges.	All Lessons
Reading	Read words or phrases as modeled by a teacher.	All Lessons
Writing	Label drawings related to personal interests, opinions, and preferences.	All Lessons
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .		
Listening	Identify text features with a partner according to oral directions.	<i>Lungs</i> (p. 100)
Speaking	Complete short rhymes using gestures from picture cues in whole or small groups.	<i>Delicious and Nutritious</i> (p. 108); <i>Ready to Build</i> (p. 164)
Reading	Identify elements of print represented in illustrated forms.	All Lessons
Writing	Write simple words related 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	Identify patterns from pictures explained with oral directions.	<i>Recess Time</i> (p. 118)
Speaking	Make statements about size from pictures of illustrated scenes.	<i>How Big Is Kip?</i> (p. 50); <i>After School</i> (p. 114)
Reading	Match words to pictures from mathematical content.	<i>Main Street Animal Shelter</i> (p. 68); <i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82); <i>After School</i> (p. 114); <i>Recess Time</i> (p. 118); <i>Celebrate 100 Days</i> (p. 124); <i>Let's Play!</i> (p. 128); <i>Night at the Community Center</i> (p. 132); <i>Crafty Kids</i> (p. 148)
Writing	Complete sentence frames related to mathematical concepts.	<i>Main Street Animal Shelter</i> (p. 68); <i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82); <i>After School</i> (p. 114); <i>Recess Time</i> (p. 118); <i>Celebrate 100 Days</i> (p. 124); <i>Let's Play!</i> (p. 128); <i>Night at the Community Center</i> (p. 132); <i>Crafty Kids</i> (p. 148)

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .		
Listening	Sort stages of development in pictures of organisms in the environment following oral models as examples of exchange.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64)
Speaking	Explain why senses are useful or important to a partner in L1 or L2.	<i>Senses</i> (p. 96)
Reading	Find animal words in books and classrooms with or without a partner.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Main Street Animal Shelter</i> (p. 68); <i>Animal Mothers and Babies</i> (p. 72)
Writing	Reproduce words or phrases related to science with invented spellings in L1 or L2 found in books or experiments.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Main Street Animal Shelter</i> (p. 68); <i>Animal Mothers and Babies</i> (p. 72); <i>Senses</i> (p. 96); <i>Lungs</i> (p. 100); <i>Muscles</i> (p. 104); <i>Delicious and Nutritious</i> (p. 108); <i>Land</i> (p. 138); <i>Water</i> (p. 142)
Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .		
Listening	Identify symbols of people or places within illustrated scenes based on oral directions.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86)
Speaking	Describe, with details, people, places, or characters in books.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make a Chinese New Year Dragon</i> (p. 156)
Reading	Sort pictures of people and places.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make a Chinese New Year Dragon</i> (p. 156)
Writing	Make lists of people, places, or objects from pictures and models using words or phrases with invented spellings.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make a Chinese New Year Dragon</i> (p. 156)

Language Power Purple Level B
Correlation to WIDA ELPS (for Grades 1 and 2—Developing)

Standard 1: English language learners communicate in English for social and instructional purposes within the school setting.		
Domain	Level 3 (Developing)	Lessons in <i>Language Power</i> Purple Level B
Listening	Follow oral directions by comparing them with visual cues, nonverbal cues, or modeling.	All Lessons
Speaking	Paraphrase ideas with a partner.	All Lessons
Reading	Read simple words or phrases.	All Lessons
Writing	Produce phrases or sentences about personal experiences involving feelings and emotions.	All Lessons
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .		
Listening	Compare/Contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in nonfiction books in small groups.	<i>The Snack Shop</i> (p. 82); <i>Places to Go</i> (p. 90); <i>Land</i> (p. 138); <i>Water</i> (p. 142)
Speaking	Predict ideas in storylines based on title and illustrated covers of texts and share with a partner.	<i>Dad Wants a Nap</i> (p. 34); <i>Get to Bed, Ren!</i> (p. 38); <i>A Big Job</i> (p. 42); <i>Gus in the Tub</i> (p. 46); <i>How Big Is Kip?</i> (p. 50)
Reading	Cross-check pictures with phonics clues with a partner.	<i>Dad Wants a Nap</i> (p. 34); <i>Get to Bed, Ren!</i> (p. 38); <i>A Big Job</i> (p. 42); <i>Gus in the Tub</i> (p. 46); <i>How Big Is Kip?</i> (p. 50)
Writing	Compare/Contrast two characters, settings, or events using graphic organizers with a partner.	<i>Dad Wants a Nap</i> (p. 34); <i>Animal Mothers and Babies</i> (p. 72); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Celebrate 100 Days</i> (p. 124); <i>Night at the Community Center</i> (p. 132); <i>Land</i> (p. 138); <i>Water</i> (p. 142)

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics .		
Listening	Locate information on graphs based on oral statements or questions.	<i>Main Street Animal Shelter</i> (p. 68)
Speaking	Exchange examples of how or when to use numbers with a partner.	<i>Main Street Animal Shelter</i> (p. 68); <i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82); <i>After School</i> (p. 114); <i>Celebrate 100 Days</i> (p. 124); <i>Let's Play!</i> (p. 128); <i>Night at the Community Center</i> (p. 132)
Reading	Identify language associated with basic operations in illustrated phrases or sentences.	<i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82); <i>Let's Play!</i> (p. 128)
Writing	Provide examples of quantities in context using phrases or short sentences.	<i>Main Street Animal Shelter</i> (p. 68); <i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82); <i>After School</i> (p. 114); <i>Celebrate 100 Days</i> (p. 124); <i>Let's Play!</i> (p. 128); <i>Night at the Community Center</i> (p. 132)
Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .		
Listening	Compare landforms or bodies of water based on oral statements by pointing to pictures.	<i>Land</i> (p. 138); <i>Water</i> (p. 142)
Speaking	Describe an animal's life cycle using phrases or short sentences.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64)
Reading	Identify illustrated phrases associated with scientific concepts.	<i>A Frog's Life</i> (p. 65); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Animal Mothers and Babies</i> (p. 72); <i>Senses</i> (p. 96); <i>Lungs</i> (p. 100); <i>Muscles</i> (p. 104); <i>Delicious and Nutritious</i> (p. 108); <i>Land</i> (p. 138); <i>Water</i> (p. 142)
Writing	Distinguish between landforms and bodies of water from pictures in L1 or L2.	<i>Land</i> (p. 138); <i>Water</i> (p. 142)

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .		
Listening	Classify or group landforms or bodies of water by common characteristics described orally with visuals.	<i>Places to Go</i> (p. 90); <i>Land</i> (p. 138); <i>Water</i> (p. 142)
Speaking	Describe encounters or interactions with community workers in illustrated scenes.	<i>Workers</i> (p. 86)
Reading	Match simple sentences about familiar experiences with illustrations or photos.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make Papel Picado</i> (p. 152); <i>Make a Chinese New Year Dragon</i> (p. 156)
Writing	Describe people and places from home and community using phrases or short sentences.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132);

Language Power Purple Level B
Correlation to WIDA ELPS (for Grades 1 and 2—Expanding)

Standard 1: English language learners communicate in English for social and instructional purposes within the school setting.		
Domain	Level 4 (Expanding)	Lessons in <i>Language Power</i> Purple Level B
Listening	Follow oral directions without visual or nonverbal support and check with a peer.	All Lessons
Speaking	State likes, dislikes, or needs with a partner in L1 or L2.	<i>Main Street Animal Shelter</i> (p. 68); <i>Animal Mothers and Babies</i> (p. 72); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Senses</i> (p. 96); <i>Lungs</i> (p. 100); <i>Muscles</i> (p. 104); <i>Delicious and Nutritious</i> (p. 108); <i>Let's Play!</i> (p. 128); <i>Night at the Community Center</i> (p. 132); <i>Ready to Build</i> (p. 164)
Reading	Read phrases or short sentences as modeled by a teacher.	All Lessons
Writing	Produce personal responses using models or pictures.	All Lessons

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .		
Listening	Categorize illustrated features of places or objects using graphic organizers and sentences in nonfiction books in small groups.	<i>How Big Is Kip?</i> (p. 50); <i>The Snack Shop</i> (p. 82); <i>Places to Go</i> (p. 90); <i>Recess Time</i> (p. 118); <i>Land</i> (p. 138); <i>Water</i> (p. 142)
Speaking	Use phonics clues to sound out illustrated words in context.	<i>Dad Wants a Nap</i> (p. 34); <i>Get to Bed, Ren!</i> (p. 38); <i>A Big Job</i> (p. 42); <i>Gus in the Tub</i> (p. 46); <i>How Big Is Kip?</i> (p. 50)
Reading	Sequence a series of sentences to related pictures.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Crafty Kids</i> (p. 148); <i>Make Papel Picado</i> (p. 152); <i>Make a Chinese New Year Dragon</i> (p. 156); <i>Make a Gingerbread Man</i> (p. 160); <i>Ready to Build</i> (p. 164)
Writing	Use rhyming words in phrases or short sentences from illustrated charts or displays with a partner.	<i>Delicious and Nutritious</i> (p. 108); <i>Ready to Build</i> (p. 164)
Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics .		
Listening	Display comparative data on graphs according to oral commands and check with a partner.	<i>Main Street Animal Shelter</i> (p. 68)
Speaking	Use words or phrases to describe basic operations from picture and oral descriptions.	<i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82);
Reading	Identify patterns in illustrations.	<i>Recess Time</i> (p. 118); <i>Crafty Kids</i> (p. 148)
Writing	Describe uses of quantities in everyday math with illustrated examples using sentences.	<i>Main Street Animal Shelter</i> (p. 68); <i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82); <i>After School</i> (p. 114); <i>Celebrate 100 Days</i> (p. 124); <i>Let's Play!</i> (p. 128); <i>Night at the Community Center</i> (p. 132)

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .		
Listening	Connect photographs of animals or places with science words or phrases.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Animal Mothers and Babies</i> (p. 72); <i>Land</i> (p. 138); <i>Water</i> (p. 142)
Speaking	State factual information about animals.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Animal Mothers and Babies</i> (p. 72)
Reading	Match words or phrases related to illustrations of science concepts.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Animal Mothers and Babies</i> (p. 72); <i>Senses</i> (p. 96); <i>Lungs</i> (p. 100); <i>Muscles</i> (p. 104); <i>Delicious and Nutritious</i> (p. 108); <i>Land</i> (p. 138); <i>Water</i> (p. 142)
Writing	Identify landforms or bodies of water using general content vocabulary.	<i>Land</i> (p. 138); <i>Water</i> (p. 142)
Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .		
Listening	Connect photographs of people, places, or objects with social studies words or phrases.	<i>Workers</i> (p. 86); <i>Place to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make Papel Picado</i> (p. 152); <i>Make a Chinese New Year Dragon</i> (p. 156)
Speaking	Explain importance or contributions of community workers in illustrated scenes.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86)
Reading	Match words or phrases to illustrations related to social studies concepts.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make Papel Picado</i> (p. 152); <i>Make a Chinese New Year Dragon</i> (p. 156)
Writing	Identify social studies concepts using general content vocabulary.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make Papel Picado</i> (p. 152); <i>Make a Chinese New Year Dragon</i> (p. 156)

Any matches of materials to specific 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.