## **Language Power** Red Level A Correlation to TESOL (for Grades 3–5—Level 1)

Standard 1: English language learners communicate in English for social,		
intercultural, and instructional purposes within the school setting.		
Domain	Level 1	Lessons in Language Power
		Red Level A
Listening	Follow one-step oral	All Lessons
	commands supported	
	visually or modeled.	
Speaking	Produce words	All Lessons
	in response to	
	questions about	
	personal experiences.	
Reading	Match words or phrases to	All Lessons
	illustrations or photos in	
	assignments.	
Writing	Produce words/phrases	All Lessons
	associated with personal	
	interests, opinions,	
	and preferences.	
Standard 2: English	n language learners <b>commun</b>	icate information, ideas, and
		ontent area of <b>language arts</b> .
Listening	Point to parts of books or	All Lessons
	illustrations to show	
	comprehension.	
Speaking	Answer questions about	All Lessons
	pictures in illustrated	
	books.	
Reading	Find identifying	All Lessons
11001011118	information illustrative of	111 2000110
	main ideas from	
	illustrations, words,	
	or phrases.	
Writing	Respond to illustrated	All Lessons
8	events using words or	
	phrases supported	
	visually or modeled.	

Standard 3: English language learners communicate information, ideas, and		
concepts necessary for academic success in the content area of <b>mathematics</b> .		
Listening	Match data to its	Wild Animals (p. 38); Main Street
	representation using	Animal Shelter (p. 42)
	visually supported	
	material and	
	oral questions.	
Speaking	State information that	Wild Animals (p. 38); Main Street
	demonstrates	Animal Shelter (p. 42); Around
	understanding of	Town (p. 62); Night at the
	mathematical concepts	Community Center (p. 66)
	using words or phrases.	
Reading	Find identifying	Around Town (p. 62)
	information on the	
	attributes of two-	
	dimensional shapes.	
Writing	Depict understanding of	Wild Animals (p. 38); Main Street
	mathematical concepts	Animal Shelter (p. 42); Around
	using words, phrases,	Town (p. 62); Night at the
	or sentences.	Community Center (p. 66)

Standard 4: Englis	Standard 4: English language learners communicate information, ideas, and		
concepts necessary for academic success in the content area of <b>science</b> .			
Listening	Identify examples of	Melting and Freezing (p.134);	
	states of matter from	Evaporation (p. 138)	
	oral statements with		
	visual support.		
Speaking	Answer questions that	Now Hear This! (p. 80); The	
	name basic parts of body	Nervous System (p. 84)	
	systems depicted visually		
	and modeled.		
Reading	Match labeled pictures	If I Were A Tree (p. 56); Plants	
	representing organisms in	(p. 104); <i>How Plants Grow</i> (p. 108);	
	the environment to words	The Life Cycle of a Plant (p.112);	
	or phrases.	Photosynthesis (p. 116)	
Writing	Write words or	If I Were a Tree (p. 56); Now Hear	
	phrases related to	This! (p. 80); The Nervous System	
	scientific concepts.	(p. 84); <i>Plants</i> (p. 104); <i>How Plants</i>	
		Grow (p. 108); The Life Cycle of a	
		Plant (p.112); Photosynthesis	
		(p. 116); Weather (wordless photo	
		book)(p. 126); Weather (p. 130);	
		Melting and Freezing (p.134);	
		Evaporation (p. 138)	

Standard 5: English	<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	Identify information on	Daniel Boone: Into the Wild	
	historical events, figures,	(p. 104); Meet Christopher	
	and leaders from oral	Columbus (p. 98)	
	statements supported		
	graphically or visually.		
Speaking	Provide information about	Proud Americans (p. 148);	
	groups, societies, and	Handmade (p. 152); Players with	
	cultures with a partner in	<i>Pride</i> (p. 156)	
	L1 or L2.		
Reading	Match pictures to words	Daniel Boone: Into the Wild	
	or phrases representing	(p. 104); Meet Christopher	
	explorers.	Columbus (p. 98)	
Writing	Write words or phrases	Main Street Animal Shelter (p. 42);	
	describing people, places,	Around Town (p. 62); Night at the	
	or objects in a community	Community Center (p. 66); Players	
	from pictures and models.	with Pride (p. 156); Transportation	
		(162); On the Go (p. 166)	

## **Language Power** Red Level A Correlation to TESOL Standards (for Grades 3–5—Level 2)

Standard 1: English language learners communicate in English for social,		
intercultural, and instructional purposes within the school setting.		
Domain	Level 2	Lessons in <i>Language Power</i>
		Red Level A
Listening	Follow two-step oral	All Lessons
	commands supported	
	visually or modeled.	
Speaking	Produce words or short	All Lessons
	sentences in response to	
	questions about	
	personal experiences.	
Reading	Identify words or phrases	All Lessons
	to illustrations and photos	
	in assignments.	
Writing	Produce phrases	All Lessons
	associated with personal	
	interests, opinions,	
	and preferences.	
Standard 2: Eng	glish language learners <b>commun</b>	icate information, ideas, and
concepts necess	ary for academic success in the c	ontent area of <b>language arts</b> .
Listening	Identify parts of books or	All Lessons
	illustrations to	
	show comprehension.	
Speaking	Describe pictures in	All Lessons
	illustrated books or in	
	their own work to peers in	
	L1 or L2.	
Reading	Match identifying	All Lessons
	information illustrative	
	of main ideas from	
	illustrations, words,	
	or phrases.	
Writing	Create phrases/short	All Lessons
_	sentences to respond to	
	illustrated events	
	supported visually	
	or modeled.	

Standard 3: English	Standard 3: English language learners communicate information, ideas, and		
concepts necessary for academic success in the content area of <b>mathematics</b> .			
Listening	Compare data to its	Wild Animals (p. 38); Main Street	
	representation using	Animal Shelter (p. 42)	
	visually supported		
	material and		
	oral questions.		
Speaking	Paraphrase information	Wild Animals (p. 38); Main Street	
	that demonstrates	Animal Shelter (p. 42); Around	
	understanding of	Town (p. 62); Night at the	
	mathematical concepts	Community Center (p. 66)	
	using words or phrases.		
Reading	Identify the attributes of	Around Town (p. 62)	
	two-dimensional shapes.		
Writing	Describe mathematical	Wild Animals (p. 38); Main Street	
	concepts using phrases or	Animal Shelter (p. 42); Around	
	sentences.	Town (p. 62); Night at the	
		Community Center (p. 66)	

Standard 4. English	h language learners <b>commun</b>	icate information ideas and	
_	<b>Standard 4:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>science</b> .		
Listening	Distinguish among	Melting and Freezing (p.134);	
Listening	examples of states of	Evaporation (p. 138)	
	matter from oral	2vaporation (p. 188)	
	statements with		
	visual support.		
Speaking	Give examples of parts of	Now Hear This! (p. 80); The	
8	body systems depicted	Nervous System (p. 84)	
	visually and modeled.		
Reading	Describe labeled pictures	If I Were A Tree (p. 56); Plants	
	representing organisms in	(p. 104); How Plants Grow (p. 108);	
	the environment to words	The Life Cycle of a Plant (p.112);	
	or phrases.	Photosynthesis (p. 116)	
Writing	Write phrases or short	If I Were a Tree (p. 56); Now Hear	
	sentences related to	This! (p. 80); The Nervous System	
	scientific concepts.	(p. 84); Plants (p. 104); How Plants	
		Grow (p. 108); The Life Cycle of a	
		Plant (p.112); Photosynthesis	
		(p. 116); Weather (wordless photo	
		book)(p. 126); Weather (p. 130);	
		Melting and Freezing (p.134);	
		Evaporation (p. 138)	
	h language learners <b>commun</b>		
		ontent area of <b>social studies</b> .	
Listening	Identify information on	Daniel Boone: Into the Wild	
	historical events, figures,	(p. 104); Meet Christopher	
	and leaders from oral	Columbus (p. 98)	
	statements supported		
	graphically or visually.	5 11 ( 110)	
Speaking	Give examples of	Proud Americans (p. 148);	
	characteristics and	Handmade (p. 152); Players with	
	information about groups,	<i>Pride</i> (p. 156)	
	societies, and cultures		
Dooding	with a partner in L1 or L2.	Daniel Doone: Into the MELL	
Reading	Identify people or historical events	Daniel Boone: Into the Wild	
		(p. 104); Meet Christopher	
	depicted in illustrations and phrases.	Columbus (p. 98)	
Writing	Write phrases or short	Main Street Animal Shelter (p. 42);	
willing	sentences describing	Around Town (p. 62); Night at the	
	people, places, or objects	Community Center (p. 66); Players	
	in a community from	with Pride (p. 156); Transportation	
	pictures and models.	(162); On the Go (p. 166)	
	pictures and moders.	(104), on the do (p. 100)	

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