Language Power Blue Level B Correlation to TESOL Standards (for Grades 6–8—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 <i>Language Power</i> Blue Level B	
Listening	Follow multi-step oral commands supported visually.	All Lessons	
Speaking	Initiate or engage in conversation with peers or in small groups.	All Lessons	
Reading	Make and confirm predictions based on prior knowledge or personal experience.	All Lessons	
Writing	Respond to or generate text within the school context using semi-formal register.	All Lessons	
	n language learners commun for academic success in the a	icate information, ideas, and rea of language arts	
Listening	Use learning strategies according to oral directions and compare with a partner.	All Lessons	
Speaking	State biographical information based on timelines or other graphic organizers.	Making It Go: The Life and Work of Robert Fulton (p. 60); Thomas Edison and the Pioneers of Electromagnetism (p. 64); Rachel Carson: Nature's Guardian (p. 86); Eleanor Roosevelt (p. 118); Roberto Clemente (p. 136)	
Reading	Categorize or classify figures of speech in visually supported passages.	King of the Hill (p. 90)	
Writing	Respond to texts using sentences supported visually or modeled by a teacher.	All Lessons	

Standard 3:	Standard 3: English language learners communicate information, ideas, and concepts		
necessary fo	necessary for academic success in the area of mathematics .		
Listening	Match general and	It's Our Business (p. 100)	
	some specific language		
	associated with		
	graphing.		
Speaking	Give information that	It's Our Business (p. 100)	
	demonstrates		
	understanding of		
	mathematical concepts		
	using sentences.		
Reading	Follow listed	It's Our Business (p. 100)	
	instructions that		
	involve hands-on math		
	using surveys and		
	graphs.		
Writing	Depict understanding	It's Our Business (p. 100)	
	of mathematical		
	concepts using		
	sentences.		

	Standard 4: English language learners communicate information, ideas, and concepts		
necessary fo	necessary for academic success in the area of science .		
Listening	Match general and	How Toys Work (p. 56)	
	some specific language		
	associated with simple		
	machines.		
Speaking	Describe invertebrates	Incredible Invertebrates (p. 42)	
	using visual support.		
Reading	Differentiate reptiles	Slithering Reptiles and Amphibians (p. 38)	
	and amphibians using		
	graphic or visual		
	support with a		
	partner.		
Writing	Write sentences or	Mammal Mania (p. 34); Slithering Reptiles and	
	short responses	Amphibians (p. 38); Incredible Invertebrates	
	related to scientific	(p. 42); Swimming with Sharks (p. 46); History	
	concepts.	of Tools (p. 52); How Toys Work (p. 56); Making	
		It Go: The Life and Work of Robert Fulton (p. 60);	
		Thomas Edison and the Pioneers of	
		Electromagnetism (p. 64); New-Fangled	
		Inventions (p. 68); African Grasslands (p. 74);	
		Amazon Rainforest (p. 78); Death Valley Desert	
		(p. 82); Rachel Carson: Nature's Guardian	
		(p. 86); Bikes and Boards (p. 128); Blast Off to	
		Space Camp (p. 150); Space Exploration	
		(p. 154); <i>Living in Space</i> (p. 158)	

Standard 5:	Standard 5: English language learners communicate information, ideas, and concepts		
	necessary for academic success in the area of social studies .		
Listening	Match information about historical events, figures, and leaders from oral statements supported graphically or visually.	Hit It! History of Tools (p. 52); Making It Go: The Life and Work of Robert Fulton (p. 60); Thomas Edison and the Pioneers of Electromagnetism (p. 64); Rachel Carson: Nature's Guardian (p. 86); Buy It! History of Money (p. 96); Government Leaders Then and Now (p. 110); Eleanor Roosevelt (p. 118); Police Then and Now (p. 122); Roberto Clemente (p. 136)	
Speaking	Summarize significance of major events or people in U.S. history depicted in timelines, graphics, photographs, or illustrations.	Hit It! History of Tools (p. 52); Making It Go: The Life and Work of Robert Fulton (p. 60); Thomas Edison and the Pioneers of Electromagnetism (p. 64); Rachel Carson: Nature's Guardian (p. 86); Buy It! History of Money (p. 96); Eleanor Roosevelt (p. 118); Roberto Clemente (p. 136)	
Reading	Order or sequence information on historical events, figures, and leaders supported graphically or visually.	Police Then and Now (p. 122); Roberto Clemente (p. 136)	
Writing	Write sentences describing historical people, places, or objects from pictures or models.	Hit It! History of Tools (p. 52); Making It Go: The Life and Work of Robert Fulton (p. 60); Thomas Edison and the Pioneers of Electromagnetism (p. 64); Rachel Carson: Nature's Guardian (p. 86); Buy It! History of Money (p. 96); Government Leaders Then and Now (p. 110); Eleanor Roosevelt (p. 118); Police Then and Now (p. 122); Roberto Clemente (p. 136)	

Language Power Blue Level B Correlation to TESOL Standards (for Grades 6–8—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	
		Blue Level B	
Listening	Follow a series of oral	All Lessons	
	directions supported		
	visually.		
Speaking	Express connected ideas	All Lessons	
	to relate personal		
Reading	information or opinions. Compare and contrast	All Lessons	
Keauing	personal experiences with	All Lessons	
	those in illustrated text.		
Writing	Respond to teachers or	All Lessons	
	complete assignments		
	using formal register.		
		icate information, ideas, and	
•	for academic success in the a		
Listening	Interpret main ideas or	King of the Hill (p. 90)	
	details in poems with illustrations or		
	photographs and check		
	with a partner.		
Speaking	Summarize points from	Making It Go: The Life and Work of	
	outlines or graphic	Robert Fulton (p. 60); Thomas	
	organizers on biographies.	Edison and the Pioneers of	
		Electromagnetism (p. 64); Rachel	
		Carson: Nature's Guardian (p. 86);	
		Eleanor Roosevelt (p. 118); Roberto	
		Clemente (p. 136)	
Reading	Identify figures of speech	King of the Hill (p. 90)	
	in visually supported text and explain their		
	meanings.		
Writing	Respond to texts using	All Lessons	
- 6	detailed sentences		
	supported visually or		
	modeled by a teacher.		

Standard 3:	Standard 3: English language learners communicate information, ideas, and concepts		
necessary fo	necessary for academic success in the area of mathematics .		
Listening	Discriminate general	It's Our Business (p. 100)	
	and some specific		
	language associated		
	with graphing.		
Speaking	Discuss information	It's Our Business (p. 100)	
	that demonstrates		
	understanding of		
	mathematical concepts		
	using words or		
	phrases.		
Reading	Compare decimals	It's Our Business (p. 100)	
	presented in pictures		
	and text.		
Writing	Describe	It's Our Business (p. 100)	
	understanding of		
	mathematical concepts		
	detailed short		
	sentences.		

	Standard 4: English language learners communicate information, ideas, and concepts		
	r academic success in the	area of science .	
Listening	Discriminate general	How Toys Work (p. 56)	
	and some specific		
	language associated		
	with simple machines.		
Speaking	Discuss invertebrates	Incredible Invertebrates (p. 42)	
	using visual support.		
Reading	Interpret information	Mammal Mania (p. 34); Slithering Reptiles and	
	representing	Amphibians (p. 38); Incredible Invertebrates	
	organisms in the	(p. 42); African Grasslands (p. 74); Amazon	
	environment using	Rainforest (p. 78); Death Valley Desert (p. 82)	
	graphic or visual		
	support with a		
	partner.		
Writing	Write complete	Mammal Mania (p. 34); Slithering Reptiles and	
	sentences or short	Amphibians (p. 38); Incredible Invertebrates	
	paragraphs related to	(p. 42); Swimming with Sharks (p. 46); History	
	scientific concepts.	of Tools (p. 52); How Toys Work (p. 56); Making	
		It Go: The Life and Work of Robert Fulton (p. 60);	
		Thomas Edison and the Pioneers of	
		Electromagnetism (p. 64); New-Fangled	
		Inventions (p. 68); African Grasslands (p. 74);	
		Amazon Rainforest (p. 78); Death Valley Desert	
		(p. 82); Rachel Carson: Nature's Guardian	
		(p. 86); Bikes and Boards (p. 128); Blast Off to	
		Space Camp (p. 150); Space Exploration	
		(p. 154); <i>Living in Space</i> (p. 158)	

Standard 5	Standard 5: English language learners communicate information, ideas, and concepts		
necessary for academic success in the area of social studies .			
Listening	Interpret information	Hit It! History of Tools (p. 52); Making It Go: The	
	about historical	Life and Work of Robert Fulton (p. 60); Thomas	
	events, figures, and	Edison and the Pioneers of Electromagnetism	
	leaders from oral	(p. 64); Rachel Carson: Nature's Guardian	
	statements supported	(p. 86); Buy It! History of Money (p. 96);	
	graphically or visually.	Government Leaders Then and Now (p. 110);	
		Eleanor Roosevelt (p. 118); Police Then and Now	
		(p. 122); Roberto Clemente (p. 136)	
Speaking	Paraphrase major	Making It Go: The Life and Work of Robert	
	events or people's	Fulton (p. 60); Thomas Edison and the Pioneers	
	actions in U.S. history	of Electromagnetism (p. 64); Rachel Carson:	
	depicted in timelines,	Nature's Guardian (p. 86); Eleanor Roosevelt	
	graphics, photographs,	(p. 118); Police Then and Now (p. 122); Roberto	
_	or illustrations.	Clemente (p. 136)	
Reading	Interpret information	Hit It! History of Tools (p. 52); Making It Go: The	
	on historical events,	Life and Work of Robert Fulton (p. 60); Thomas	
	figures, and leaders	Edison and the Pioneers of Electromagnetism	
	supported graphically	(p. 64); Rachel Carson: Nature's Guardian	
	or visually.	(p. 86); Buy It! History of Money (p. 96);	
		Government Leaders Then and Now (p. 110);	
		Eleanor Roosevelt (p. 118); Police Then and Now	
VA/witing	Muito complete	(p. 122); Roberto Clemente (p. 136)	
Writing	Write complete	Hit It! History of Tools (p. 52); Making It Go: The	
	sentences or short	Life and Work of Robert Fulton (p. 60); Thomas	
	paragraphs describing historical people,	Edison and the Pioneers of Electromagnetism (p. 64); Rachel Carson: Nature's Guardian	
	places, or objects from	(p. 86); Buy It! History of Money (p. 96);	
	pictures and models.	Government Leaders Then and Now (p. 110);	
	pictures and models.	Eleanor Roosevelt (p. 118); Police Then and Now	
		(p. 122); Roberto Clemente (p. 136)	
I	1	(p. 122), hober to dicintente (p. 130)	

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