Language Power Purple Level A Correlation to TESOL Standards (for Grade K—Level 1)

Standard 1: English language learners communicate in English for social, intercultural, and instructional purposes within the school setting.		
Domain	d instructional purposes w Level 1	
Domain	Level 1	Lessons in Language Power
T:	No.	Purple Level A
Listening	Mimic or use gestures	All Lessons
	modeled by teachers to	
	participate in a group	
	activity.	433.7
Speaking	Repeat answers to	All Lessons
	questions about familiar	
	objects or persons.	
	Experiment with language	All Lessons
	in simple classroom	
	exchanges.	
Reading	Match words to objects	Colors (wordless photo book)
	within the classroom	(p. 4); <i>Big and Little</i> (p. 54); <i>School</i>
	environment.	(p. 106); At School (p. 110)
Writing	Trace, copy, and depict	All About Me (p. 110)
	daily routines.	
Standard 2: English language learners communicate information, ideas, and		
concepts necessary	for academic success in the a	rea of language arts .
Listening	Point to an object or	All Lessons
	perform a gesture in	
	response to an oral	
	command.	
Speaking	Repeat key words during	All Lessons
	a reading lesson.	
Reading	Match words to pictures	All Lessons
	from a piece of text.	
Writing	Draw or trace key words	All Lessons
	about a text.	

Standard 2. English language learners communicate information ideas and		
Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the area of mathematics .		
Listening	Indicate understanding of	Around Home (p. 100); The Toy
Listening	mathematical concepts	Store (p. 104); At School (p. 140);
	through appropriate	
	9 11 1	Our Favorites (p. 144); Fun in the
	actions or gestures.	Sun (p. 150); Games Are Fun
Cl-i	II.	(p. 154); Party Time (p. 158)
Speaking	Use words to demonstrate	Around Home (p. 100); The Toy
	understanding of	Store (p. 104); At School (p. 140);
	mathematical concepts.	Our Favorites (p. 144); Fun in the
		Sun (p. 150); Games Are Fun
D 11	7.1 .16 .1	(p. 154); Party Time (p. 158)
Reading	Identify pictures of real-	Around Home (p. 100); At School
	life objects with a single	(p. 140); Fun in the Sun (p. 150);
	attribute as modeled.	Games Are Fun (p. 154
Writing	Draw, trace, or copy to	Shapes (wordless photo book)
	demonstrate	(p. 42) <i>Numbers</i> (p. 50); <i>Around</i>
	understanding of	Home (p. 100); The Toy Store
	mathematical concepts.	(p. 104); At School (p. 140); Our
		Favorites (p. 144); Fun in the Sun
		(p. 150); <i>Games Are Fun</i> (p. 154);
		<i>Party Time</i> (p. 158)
Standard 4: Englis	sh language learners comm u	inicate information, ideas, and
concepts necessary	for academic success in the a	rea of science .
Listening	Point to pictures or use	Animal Homes (p. 86); Head and
	gestures to demonstrate	Shoulders (p. 130)
	an understanding of	
	scientific words or	
	concepts.	
Speaking	Name familiar objects in	Animal Homes (p. 86); Head and
	photographs or	Shoulders (p. 130)
	illustrations associated	
	with scientific concepts.	
Reading	Apply concepts of print to	Animal Homes (p. 86); Head and
	text about scientific	Shoulders (p. 130)
	concepts.	
Writing	Label drawings of	Animal Homes (p. 86); Head and
	scientific concepts.	Shoulders (p. 130)

Standard 5: English language learners communicate information, ideas, and		
concepts necessary	for academic success in the a	rea of social studies .
Listening	Indicate understanding by	My Community (p. 96); Around
	pointing or gesturing in	Home (p. 100); All About Me
	response to oral	(p. 110); <i>Families</i> (p. 114); <i>This Is</i>
	statements or pictures.	<i>Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big</i>
		Family (p. 126); School (p. 136); At
		<i>School</i> (p. 140)
Speaking	Repeat key words for	My Community (p. 96); Around
	social studies content.	Home (p. 100); All About Me
		(p. 110); <i>Families</i> (p. 114); <i>This Is</i>
		<i>Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big</i>
		Family (p. 126); School (p. 136); At
		<i>School</i> (p. 140)
Reading	Recognize symbols in and	My Community (p. 96); Around
	around a community.	Home (p. 100); Families (p. 114);
		This Is Me (p. 118); My Big Family
		(p. 126); School (p. 136); At School
		(p. 140)
Writing	Draw personal responses	My Community (p. 96); Around
	to people, places, or	Home (p. 100); All About Me
	objects.	(p. 110); Families (p. 114); This Is
		<i>Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big</i>
		Family (p. 126); School (p. 136); At
		<i>School</i> (p. 140)

Language Power Purple Level A Correlation to TESOL Standards (for Grade K—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>
Domain	Level 2	Purple Level A
Listening	Use gestures in response	All Lessons
Distening	to modeling by teacher in	THI LESSONS
	a whole group.	
Speaking	Answer questions about	All Lessons
pouning	familiar objects or	Till Bessons
	persons.	
	Engage in simple	All Lessons
	classroom exchanges.	
Reading	Classify words by	My B Words (p. 60); My M Words
	beginning sound.	(p. 64); <i>My T Words</i> (p. 68)
Writing	Reproduce initial letters	All About Me (p. 110)
	associated with daily	
	routines.	
Standard 2: Englis	sh language learners commu	nicate information, ideas, and
concepts necessary for academic success in the area of language arts.		
Listening	Indicate classification of	All Lessons
	words read aloud by a	
	teacher using a nonverbal	
	response.	
Speaking	Chant phrases or short	Baa, Baa, Black Sheep (p. 90); My
	sentences in rhymes using	Community (p. 96); Head and
	gestures from picture cues	Shoulders (p. 130); Use Your Brain
	in a whole group.	(p. 162)
Reading	Classify pictures and icons	All Lessons
	with a partner.	
Writing	Reproduce symbols or	All Lessons
	letters from models.	

Standard 3: Englis	sh language learners commu	nicate information, ideas, and	
concepts necessary for academic success in the area of mathematics .			
Listening	Indicate an understanding	Around Home (p. 100); The Toy	
8	of mathematical concepts	Store (p. 104); At School (p. 140);	
	through nonverbal	Our Favorites (p. 144); Fun in the	
	responses.	Sun (p. 150); Games Are Fun	
		(p. 154); <i>Party Time</i> (p. 158)	
Speaking	Use words or phrases to	Shapes (wordless photo book)	
- F	demonstrate	(p. 42); <i>Numbers</i> (p. 50); <i>Around</i>	
	understanding of	Home (p. 100); The Toy Store	
	mathematical concepts.	(p. 104); At School (p. 140); Our	
	mathematical concepts.	Favorites (p. 144); Fun in the Sun	
		(p. 150); <i>Games Are Fun</i> (p. 154);	
		Party Time (p. 158)	
Reading	Classify pictures of real-	Shapes (wordless photo book)	
J	life objects according to	(p. 42); <i>Big and Little</i> (p. 54);	
	geometric shapes.	Around Home (p. 100)	
Writing	Depict understanding of	Numbers (p. 50); Around Home	
J	mathematical concepts	(p. 100); The Toy Store (p. 104); At	
	using icons, letters, or	School (p. 140); Our Favorites	
	scribble writings.	(p. 144); Fun in the Sun (p. 150);	
	G	Games Are Fun (p. 154); Party	
		<i>Time</i> (p. 158)	
Standard 4: Englis	sh language learners commu	nicate information, ideas, and	
concepts necessary	for academic success in the a	rea of science .	
Listening	Indicate an understanding	Animal Homes (p. 86); Head and	
	of scientific words or	Shoulders (p. 130)	
	concepts through		
	nonverbal responses.		
Speaking	Use words or phrases to	Animal Homes (p. 86); Head and	
	describe familiar objects	Shoulders (p. 130)	
	in photographs or		
	illustrations associated		
	with scientific concepts		
	with a partner.		
Reading	Match pictures to words	Animal Homes (p. 86); Head and	
_	or phrases.	Shoulders (p. 130)	
Writing	Copy words or phrases	Animal Homes (p. 86); Head and	
<u> </u>	related to scientific	Shoulders (p. 130)	
	concepts using letters or		
	scribble writings.		

Standard 5: English language learners communicate information, ideas, and		
concepts necessary for academic success in the area of social studies .		
Listening	Indicate an understanding	My Community (p. 96); Around
	of social studies words or	Home (p. 100); All About Me
	concepts through	(p. 110); <i>Families</i> (p. 114); <i>This Is</i>
	nonverbal responses.	<i>Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big</i>
	_	Family (p. 126); School (p. 136); At
		School (p. 140)
Speaking	Brainstorm key words for	<i>I Can</i> (p. 122)
	social studies content.	
Reading	Match pictures to words	My Community (p. 96); Around
_	or phrases.	Home (p. 100); All About Me
		(p. 110); <i>Families</i> (p. 114); <i>This Is</i>
		<i>Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big</i>
		Family (p. 126); School (p. 136); At
		School (p. 140); My B Words
		(p. 60); <i>My M Words</i> (p. 64); <i>My T</i>
		Words (p. 68); My Short A Words
		(p. 72); <i>My Short E Words</i> (p. 76);
		My Short I Words (p. 80)
Writing	Draw personal responses	My Community (p. 96); Around
-	to people, places, or	Home (p. 100); All About Me
	objects using letters or	(p. 110); <i>Families</i> (p. 114); <i>This Is</i>
	scribble writings.	<i>Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big</i>
		Family (p. 126); School (p. 136); At
		School (p. 140)

Language Power Purple Level A
Correlation to TESOL Standards (for Grades 1 and 2—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 <i>Language Power</i>
		Purple Level A
Listening	Follow oral directions	All Lessons
	according to simple	
	commands.	
Speaking	Name everyday objects	All Lessons
	depicted visually in real-	
	life contexts.	
	Engage in simple	All Lessons
	classroom exchanges.	
Reading	Match words to pictures	All Lessons
	in a variety of contexts.	
Writing	Trace, copy, or produce	All Lessons
	words about self, using	
	models or pictures.	
		inicate information, ideas, and
•	for academic success in the a	
Listening	Identify characters, places,	All Lessons
	or objects from visuals.	
Speaking	Repeat new language	All Lessons
	related to story pictures	
	or wordless picture books	
	modeled by teachers.	
Reading	Demonstrate awareness of	My B Words (p. 60); My M Words
	unique sounds by pointing	(p. 64); <i>My T Words</i> (p. 68); <i>My</i>
	or through gestures.	Short A Words (p. 72); My Short E
		Words (p. 76); My Short I Words
***		(p. 80)
Writing	Copy words related to	All Lessons
	text.	

Standard 3: English language learners communicate information, ideas, and			
concepts necessary for academic success in the area of mathematics .			
Listening	Identify two- or three-	Shapes (wordless photo book)	
	dimensional shapes	(p. 42); Around Home (p. 100)	
	depicted in illustrations		
	described orally.		
Speaking	Recite math-related words	Shapes (wordless photo book)	
	or phrases related to basic	(p. 42); <i>Numbers</i> (p. 50); <i>Around</i>	
	operations from pictures	Home (p. 100); The Toy Store	
	of everyday objects and	(p. 104); At School (p. 140); Our	
	oral statements.	Favorites (p. 144); Fun in the Sun	
		(p. 150); <i>Games Are Fun</i> (p. 154);	
		Party Time (p. 158)	
Reading	Use diagrams to guide use	At School (p. 140)	
	of nonstandard		
	measurement with a		
	partner.		
Writing	Produce pictures with	Numbers (p. 50); The Toy Store	
	numerals or reproduce	(p. 104); Fun in the Sun (p. 150);	
	words associated with	Party Time (p. 158)	
	quantities modeled by a		
O. 1 14 E 1:	teacher.		
9		nicate information, ideas, and	
•	for academic success in the a		
Listening	Identify living organisms	Animal Homes (p. 86)	
	and their habitats using		
Speaking	nonverbal responses. Name an animal and its	Animal Homes (p. 86)	
Shearing	habitat.	Annai Homes (p. 60)	
Reading	Identify living organisms	Animal Homes (p. 86)	
Keauing	from pictures.	Annai Homes (p. 00)	
Writing	Label drawings related to	Animal Homes (p. 86); Head and	
willing	scientific concepts.	Shoulders (p. 130)	
	scientific concepts.	Jiiouiucis (p. 130)	

Standard 5: Engli	Standard 5: English language learners communicate information, ideas, and		
concepts necessary for academic success in the area of social studies .			
Listening	Identify common people	My Community (p. 96); Around	
	and objects from home,	Home (p. 100); Families (p. 114);	
	school, and community.	This Is Me (p. 118); My Big Family	
		(p. 126); School (p. 136); At School	
		(p. 140)	
Speaking	Name family members in	All About Me (p. 110); Families	
	pictures or illustrated	(p. 114); <i>This Is Me</i> (p. 118); <i>I Can</i>	
	scenes.	(p. 122); <i>My Big Family</i> (p. 126)	
Reading	Match words to pictures	My Community (p. 96); Around	
	from social studies	Home (p. 100); All About Me	
	content.	(p. 110); <i>Families</i> (p. 114); <i>This Is</i>	
		<i>Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big</i>	
		Family (p. 126); School (p. 136); At	
		<i>School</i> (p. 140)	
Writing	Draw and label pictures of	My Community (p. 96); Around	
	self, family, and	Home (p. 100); All About Me	
	community from models.	(p. 110); <i>Families</i> (p. 114); <i>This Is</i>	
		<i>Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big</i>	
		Family (p. 126); School (p. 136); At	
		<i>School</i> (p. 140)	

Language Power Purple Level A
Correlation to TESOL Standards (for Grades 1 and 2—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 Language Power
		Purple Level A
Listening	Follow oral directions	All Lessons
	according to complex	
	commands.	
Speaking	Share opinions with a	All Lessons
	partner in L1 or L2.	A31.7
	Engage in simple	All Lessons
D 11	classroom exchanges.	All Y
Reading	Read simple words or	All Lessons
	phrases as modeled by a	
X47	teacher.	All I
Writing	Label drawings related to	All Lessons
	personal interests,	
Ctandard 2. Engli	opinions, and preferences.	minate information ideas and
S	for academic success in the a	nicate information, ideas, and
Listening	Use gestures to	Shapes (p. 46); Big and Little
Listening	demonstrate meaning of	(p. 54); <i>Animal Homes</i> (p. 86); <i>The</i>
	content vocabulary.	Toy Store (p. 104); All About Me
	Content vocabulary.	(p. 110); <i>I Can</i> (p. 122); <i>Head and</i>
		Shoulders (p. 130); At School
		(p. 140); <i>Our Favorites</i> (p. 144);
		<i>Use Your Brain</i> (p. 162)
Speaking	Describe people or objects	All Lessons
- F	in texts.	
Reading	Match voice to print by	All Lessons
	pointing to icons, letters,	
	or illustrated words.	
Writing	Describe settings or	All Lessons
	characters in text using	
	sentence frames.	

Standard 3: English language learners communicate information, ideas, and		
_	sn language learners commu for academic success in the a	
•		
Listening	Identify math concepts	Around Home (p. 100); The Toy
	from oral commands or	Store (p. 104); At School (p. 140);
	questions modeled by a	Our Favorites (p. 144); Fun in the
	teacher.	Sun (p. 150); Games Are Fun
		(p. 154); Party Time (p. 158)
Speaking	Give real-world examples	Shapes (wordless photo book)
	of mathematical concepts.	(p. 42); <i>Numbers</i> (p. 50); <i>Around</i>
		Home (p. 100); The Toy Store
		(p. 104); At School (p. 140); Our
		Favorites (p. 144); Fun in the Sun
		(p. 150); <i>Games Are Fun</i> (p. 154);
		Party Time (p. 158)
Reading	Use labeled diagrams to	At School (p. 140)
	guide use of nonstandard	
	measurement with a	
	partner.	
Writing	Distinguish mathematical	Around Home (p. 100); The Toy
	words form other words	Store (p. 104); At School (p. 140);
	using graphic or visual	Our Favorites (p. 144); Fun in the
	support and word banks.	Sun (p. 150); Games Are Fun
		(p. 154); <i>Party Time</i> (p. 158)
Standard 4: Engli	sh language learners commu	nicate information, ideas, and
concepts necessary	for academic success in the a	rea of science .
Listening	Match living organisms	Animal Homes (p. 86)
	and their habitats using	
	nonverbal responses.	
Speaking	Describe an animal and its	Animal Homes (p. 86)
	habitat.	
Reading	Sort living organisms	Animal Homes (p. 86)
	using a graphic organizer.	
Writing	Identify living organisms	Animal Homes (p. 86)
	and their habitats using	
	general content	
	vocabulary.	

_	Standard 5: English language learners communicate information, ideas, and		
concepts necessary for academic success in the area of social studies .			
Listening	Connect photographs of	My Community (p. 96); Around	
	places or objects with	Home (p. 100); All About Me	
	content area words or	(p. 110); <i>Families</i> (p. 114); <i>This Is</i>	
	phrases.	<i>Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big</i>	
		Family (p. 126); School (p. 136); At	
		School (p. 140)	
Speaking	State factual information	My Community (p. 96); Around	
	about home and	Home (p. 100); All About Me	
	community.	(p. 110); <i>Families</i> (p. 114); <i>This Is</i>	
		<i>Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big</i>	
		Family (p. 126); School (p. 136); At	
		School (p. 140)	
Reading	Associate words or	My Community (p. 96); Around	
	phrases related to social	Home (p. 100); All About Me	
	studies concepts.	(p. 110); <i>Families</i> (p. 114); <i>This Is</i>	
		<i>Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big</i>	
		Family (p. 126); School (p. 136); At	
		School (p. 140)	
Writing	Describe people and	My Community (p. 96); Around	
	places from home and	Home (p. 100); All About Me	
	community.	(p. 110); <i>Families</i> (p. 114); <i>This Is</i>	
		<i>Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big</i>	
		Family (p. 126); School (p. 136); At	
		School (p. 140)	

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