Language Power Red Level A Correlation to WIDA ELPS (for Grades 3–5—Entering)

Standard 1: English language learners communicate in English for social and		
instructional purposes within the school setting.		
Domain	Level 1 (Entering)	Lessons in Language Power
		Red Level A
Listening	Follow one-step oral	All Lessons
	commands supported	
	visually or modeled.	
Speaking	Produce words in	All Lessons
	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.	
_	n language learners communi	
	for academic success in the c	ontent area of Language Arts .
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
	information illustrative of	
	main ideas from	
	illustrations, words, or	
	phrases.	
Writing	Respond to illustrated	All Lessons
	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 Mathematics .		
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, or	Town (p. 62); Night at the
	sentences.	Community Center (p. 66)

Standard 4: English language learners communicate information, ideas, and		
concepts necessary for academic success in the content area of Science .		
Listening	Identify examples of states	Melting and Freezing (p.134);
	of matter from oral	Evaporation (p. 138)
	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 phrases	If I Were a Tree (p. 56); Now Hear
	related to scientific	This! (p. 80); The Nervous System
	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 language learners communicate information, ideas, and		
concepts necessary for academic success in the content area of Social Studies .		
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 WIDA ELPS (for Grades 3–5—Beginning)

Standard 1: English language learners communicate in English for social and		
instructional purposes within the school setting.		
Domain	Level 2 (Beginning)	Lessons in Language Power
		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 or photos	
	in assignments.	
Writing	Produce phrases	All Lessons
	associated with personal	
	interests, opinions, and	
	preferences.	
Standard 2: Eng	lish language learners communi	icate information, ideas, and
concepts necessa	ary for academic success in the c	ontent area of Language Arts .
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 Mathematics .			
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. Englis	h language learners communi	cate information ideas and	
_	Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .		
Listening	Distinguish among	Melting and Freezing (p.134);	
Listening	examples of states of	Evaporation (p. 138)	
	matter from oral	Evaporation (p. 150)	
	statements with visual		
	support.		
Speaking	Give examples of parts of	Now Hear This! (p. 80); The	
opeaning	body systems depicted	Nervous System (p. 84)	
	visually and modeled.	prorvous system (pro 1)	
Reading	Describe labeled pictures	If I Were A Tree (p. 56); Plants	
neuding	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 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); <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: Englis	h language learners communi		
		ontent area of Social Studies .	
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	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		
	with a partner in L1 or L2.		
Reading	Identify people or	Daniel Boone: Into the Wild	
	historical events depicted	(p. 104); Meet Christopher	
	in illustrations and	Columbus (p. 98)	
	phrases.		
Writing	Write phrases or short	Main Street Animal Shelter (p. 42);	
	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); <i>On the Go</i> (p. 166)	

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.