Empower English language learners to build language proficiency with this highly differentiated and rich instructional resource. Each kit in the Language Power series is anchored by a dynamic, level-appropriate text set and provides rigorous instruction in the four language domains.

- Listening
- Speaking
- Reading
- Writing

Each kit includes:

- **30-piece themed and leveled Text Set** featuring a variety of genres, subjects, and high-interest topics in print and digital formats
- **Student Guided Practice Book** (single copy; additional copies can be ordered)
- **Teacher’s Guide** with lessons addressing the criterion in the Common European Framework Illustrative Scales
- **Audio** recordings of texts
- **Parent Tip Cards** in English and Spanish
- **Digital Resources** including text sets, Student Guided Practice Book pages, Parent Tip Cards, and assessment resources
Using the Sample Lessons Aligned to the Common European Framework

What Is the Common European Framework?

The Common European Framework is a language development framework that sets forth the theory and pedagogy for how language develops. It discusses in depth the language demands in career and society. Through Illustrative Scales, the framework sets forth language proficiency levels and descriptors for listening, speaking, reading, and writing and lays out what a language learner needs to be able to know and do in a breadth of areas of language and contexts. It also outlines methods and recommendations for teaching language learners. This is not just for English, but across all languages.

How are the Sample Lessons Aligned?

The sample lessons are meant to demonstrate how all lessons in Language Power can support instruction within the Common European Framework. The language development opportunities and language demands in the selected sample lesson shown below and on the subsequent pages are aligned to the Illustrative Scales from the Common European Framework. The Illustrative Scale categories that are addressed in each lesson part or section are annotated on the sample lesson plan. The graphic below shows a lesson part. The yellow boxes show the Illustrative Scale category and the Reference Level within that scale to which a specific lesson section aligns. It also includes the page number citation where that Illustrative Scale can be found in the Common European Framework.

Night at the Community Center

Overall Reading Comprehension:
A2, Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (pg. 69)

During Reading
1. Talk Time: Read the entire text Night at the Community Center to students to model proper pacing, intonation, and expression. Discuss the text with students.

   What did you learn about the community center? I learned ______.

2. Talk Time: Reread the text. Pause on page 5. Have students turn to the Student Guided Practice Book (page 36). Guide students to write activities that belong in each category.

   What is the girl doing at the community center? The girl is ______.
   Is the girl doing martial arts for fun, for a class, or as a sport? The girl is doing it ______.
   Let’s write martial arts under Sports at the community center.

3. Continue to read to the end of the text. Encourage students to add each activity to the chart.

4. Review the student responses by echo reading the chart that was created.

Overall Oral Production:
A1, Can produce simple mainly isolated phrases about people and places. (pg. 58)

Reading for information and Argument:
A2, Can identify specific information in simpler written material from encounters such as letters, brochures, and short newspaper articles on familiar subjects (pg. 70)
What Are the Illustrative Scales?

The Illustrative Scales are set forth as a way to measure of language proficiency in specific categories. They are designed to measure how well an individual uses language in a variety of contexts.

The following is the general global scale used within each Illustrative scale category.

<table>
<thead>
<tr>
<th>SUSTAINED MONOLOGUE: Describing experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2  Can give clear, smoothly flowing, doxastic and often memorable descriptions.</td>
</tr>
<tr>
<td>C1  Can give clear, detailed descriptions of complex objects.</td>
</tr>
<tr>
<td>C  Can give doxastic descriptions and narratives, integrating sub-hypotheses, developing particular points and rounding off with an appropriate conclusion.</td>
</tr>
<tr>
<td>B2  Can give clear, detailed descriptions on a wide range of subjects related to higher field of interest.</td>
</tr>
<tr>
<td>B1  Can give straightforward descriptions on a variety of familiar subjects within higher field of interest. Can reasonabliel fluently relate a straightforward narrative or description of a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.</td>
</tr>
<tr>
<td>A2  Can tell a story or describe something in a single list of points. Can describe everyday aspects of his/her environment, e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and situations. Can explain what he/she likes or dislikes about something.</td>
</tr>
<tr>
<td>A1  Can describe himself/herself, what he/she does and where he/she lives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 1. Common Reference Levels: global scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient User</strong></td>
</tr>
<tr>
<td>C2    Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express himself/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</td>
</tr>
<tr>
<td>C1    Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express himself/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</td>
</tr>
<tr>
<td><strong>Independent User</strong></td>
</tr>
<tr>
<td>E2    Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
</tr>
<tr>
<td>B1    Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</td>
</tr>
<tr>
<td><strong>Basic User</strong></td>
</tr>
<tr>
<td>A2    Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</td>
</tr>
<tr>
<td>A1    Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</td>
</tr>
</tbody>
</table>
Sample Lesson, “Night at the Community Center”
Language Power, Level A (Beginner), Ages 8–11

Objectives
Language Objective: Create simple sentences or phrases with some assistance.
Content Objective: Know the various forms that institutions can take.

Vocabulary Word Bank
- community center
- first aid
- measure
- CPR
- wide
- ping pong

Extension Words
- educational
- fitness

Before Reading
Building Background Knowledge and Vocabulary:
1. Share with students that they are going to read about activities at a community center. Explain that a community center is a place where people can take classes for fun, or to learn something, or for exercise.

2. Talk Time: Ask students if they have ever been to a community center. Ask what they have done or would do there.
   - Have you ever been to a community center?
   - What have you done there? I have ______.
   - What would you do there? I would ______.

3. Talk Time: Show students the front of the book. Discuss what students see.
   - What do you see on the front cover? I see ______.
   - What did these children win? They won ______.

4. Talk Time: Take a text walk. Emphasize the vocabulary words as you progress through the text. Pause periodically and ask students questions.
   - On page 7, a boy is holding a snake. Do you want to hold a snake like this one? Why or why not? I do/do not want to hold a snake because ______.
   - On page 9, children are learning to cook for fun. What do you want to learn to cook? I want to learn to cook ______.

Vocabulary Range:
A2. Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (pg. 112)

Overall Listening Comprehension:
A2. Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. (pg. 66)

Sustained Monologue:
Describing Experiences
A2. ...Can give short basic description of events and activities... (pg. 59)

Understanding a Native Speaker Interlocutor:
A2. Can understand what is said clearly, slowly, and directly to him/her, provided he/she can ask for repetition or reformulation from time to time. (pg. 75)

Overall Spoken Interaction
A2. Can communicate in simple routine tasks requiring a simple direct exchange of information on familiar and routine matters to do with work and free time...(pg. 74)

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**Night at the Community Center**

### During Reading

1. **Talk Time:** Read the entire text *Night at the Community Center* to students to model proper pacing, intonation, and expression. Discuss the text with students.
   
   What did you learn about the community center? I learned ____.

2. **Talk Time:** Reread the text. Pause on page 5. Have students turn to the Student Guided Practice Book 1 (page 36). Guide students to write activities that belong in each category.
   
   What is the girl on the mat doing at the community center? The girl is _______.
   
   Is the girl doing martial arts for fun, for a class, or as a sport? The girl is doing it _______.
   
   Let's write martial arts under Sports at the community center.

3. Continue to read to the end of the text. Encourage students to add each activity to the chart.

4. Review the student responses by echo-reading the chart that was created.

### After Reading

1. **I Do:** Turn to page 7 of the text with the picture of the snake. Think aloud to describe measuring the snake with cubes. Use vocabulary words when modeling measuring the reptile.
   
   The snake can be measured with cubes. This reptile is 10 cubes long.

2. **We Do:** Turn to page 12 with the picture of the climbing wall. Have students measure the climbing wall.
   
   How many kids tall is the climbing wall? The climbing wall is _______.

3. **You Do:** Refer students to the activity on the Student Guided Practice Book 2 (page 37). Have students answer the measurement questions in complete sentences. Assist students who need additional support. Have students complete the Student Guided Practice Book 3 (page 38) with a partner.

4. **Talk Time:** Ask students to share their measurement sentences orally.
   
   The (object) is (number) units long.

### Listening to Announcements and Instructions:

A1. Can understand instructions addressed carefully and slowly to him/her and follow short simple directions. (pg. 67)

### Overall Reading Comprehension:

A2. Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (pg. 69)

### Overall Oral Production:

A1. Can produce simple mainly isolated phrases about people and places. (pg. 58)

### General Linguistic Range:

A2. Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions, etc.

### Goal-Oriented Co-operation:

A1. Can understand questions, and instructions addressed carefully and slowly to him/her and follow short simple directions. Can ask people for things, and give people things. (pg. 64)

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Overall Written Production: A1, Can write simple isolated phrases and sentences. (pg. 61)

Phonological Control: B1, Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (pg. 117)

Extending Language and Literacy

Writing

Have students draw and write about activities they would like to do at a community center in the Student Guided Practice Book (page 39). Encourage students to use words from the Word Bank in their writing.

Fluency

Have students reread the text with a partner, taking turns reading alternating pages.

If desired, use the Fluency Rubric to assess students' reading fluency. (See the Digital Resource CD.)

Content Connection

Have students tally and count activities at the community center as either fitness or educational or both. Graph the information on a bar graph.

Are more activities at the community center fitness related, educational, or both?

Family Literacy Activities

Have students take home and complete with their families the activities that go along with this lesson. See page 184 of the Teacher's Guide or the Digital Resource CD (which also includes a Spanish version).

Grammatical Accuracy: A1, Shows only limited control of a few simple grammatical structures and sentence patterns learnt repertoire. (pg. 114)
Processing Text:
A2, Can pick out and reproduce key words and phrases or short sentences from a short text within learner’s limited competence. (pg. 96)

Orthographic Control:
Can copy short sentences on everyday subjects. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (pg. 118)

Overall Written Production:
A1, Can write simple isolated phrases and sentences. (pg. 61)

Answer Key

Finding Story Cues

Fun at the Community Center: movie in the pool
Classes at the Community Center: cooking class
Sports at the Community Center: ping pong

Answers:
Answers will vary.
Sample:
Fun at the Community Center: movie in the pool
Classes at the Community Center: cooking class
Sports at the Community Center: ping pong

Measuring up

Answers:
Answers will vary.
Sample: table, pencil, 3 pencils

Answers:
Answers will vary.
Sample:
1. The court is 16 child-feet long.
2. The court is 10 adult-feet long.
3. No, adult feet are bigger than a child’s feet.