

Language Power Blue Level A
Correlation to TESOL Standards (for Grades 6–8—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> Blue Level A
Listening	Follow one-step oral commands supported visually or modeled.	All Lessons
Speaking	Respond to questions or commands based on oral instructions or visually supported assignments.	All Lessons
Reading	Match words or phrases to illustrations or photos in assignments.	All Lessons
Writing	Produce words/phrases associated with personal interests, opinions, and preferences.	All Lessons
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts .		
Listening	Point to parts of books or illustrations to show comprehension.	All Lessons
Speaking	Answer questions about pictures in illustrated books.	All Lessons
Reading	Identify words or phrases supported by illustrations associated with various genres.	All Lessons
Writing	Brainstorm words or phrases relevant to tasks with a partner in L1 or L2.	All Lessons

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the area of mathematics .		
Listening	Match oral language associated with decimals with visual or graphic displays.	<i>Our Vacation Budget</i> (p. 88); <i>Timing Races</i> (p. 132)
Speaking	State information that demonstrates understanding of mathematical concepts using words or phrases.	<i>Our Vacation Budget</i> (p. 88); <i>My Lemonade Stand</i> (p. 92); <i>Timing Races</i> (p. 132)
Reading	Sort and order decimals with a partner.	<i>Timing Races</i> (p. 132)
Writing	Depict understanding of mathematical concepts using words, phrases, or sentences.	<i>Our Vacation Budget</i> (p. 88); <i>My Lemonade Stand</i> (p. 92); <i>Timing Races</i> (p. 132)

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the area of science .		
Listening	Match scientific terms with pictures from oral statements.	<i>Color Changes in Peppered Moths</i> (p. 34); <i>Special Physical Features of Carnivores</i> (p. 38); <i>Snakes Up Close</i> (p. 42); <i>How Amusement Parks Work</i> (p. 60); <i>Step into the Desert</i> (p. 70); <i>Step into the Rainforest</i> (p. 74); <i>A Forest Food Chain</i> (p. 78); <i>Climbing and Diving</i> (p. 124); <i>The Quest for Personal Best: Individual Sports</i> (p. 128); <i>Asteroids and Comets</i> (p. 146); <i>Stars</i> (p. 154); <i>Moons</i> (p. 158)
Speaking	Use general vocabulary associated with scientific inventions or discoveries based on illustrations or photographs.	<i>Color Changes in Peppered Moths</i> (p. 34); <i>Special Physical Features of Carnivores</i> (p. 38); <i>Snakes Up Close</i> (p. 42); <i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 52); <i>Alexander Graham Bell: Called to Invent</i> (p. 56); <i>How Amusement Parks Work</i> (p. 60); <i>Step into the Desert</i> (p. 70); <i>Step into the Rainforest</i> (p. 74); <i>A Forest Food Chain</i> (p. 78); <i>Climbing and Diving</i> (p. 124); <i>The Quest for Personal Best: Individual Sports</i> (p. 128); <i>Asteroids and Comets</i> (p. 146); <i>Neil Armstrong: Man on the Moon</i> (p. 150); <i>Stars</i> (p. 154); <i>Moons</i> (p. 158); <i>The Mars Explorer</i> (p. 162)
Reading	Match illustrations or photographs with vocabulary from word/phrase banks.	<i>Special Physical Features of Carnivores</i> (p. 38); <i>Snakes Up Close</i> (p. 42); <i>How Amusement Parks Work</i> (p. 60); <i>Step into the Desert</i> (p. 70); <i>A Forest Food Chain</i> (p. 78); <i>Stars</i> (p. 154); <i>Moons</i> (p. 158); <i>The Mars Explorer</i> (p. 162)
Writing	Write words or phrases related to scientific concepts.	<i>Color Changes in Peppered Moths</i> (p. 34); <i>Special Physical Features of Carnivores</i> (p. 38); <i>Snakes Up Close</i> (p. 42); <i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 52); <i>Alexander Graham Bell: Called to Invent</i> (p. 56); <i>How Amusement Parks Work</i> (p. 60); <i>Step into the Desert</i> (p. 70); <i>Step into the Rainforest</i> (p. 74); <i>A Forest Food Chain</i> (p. 78); <i>Climbing and Diving</i> (p. 124); <i>The Quest for Personal Best: Individual Sports</i> (p. 128); <i>Asteroids and Comets</i> (p. 146); <i>Neil Armstrong: Man on the Moon</i> (p. 150); <i>Stars</i> (p. 154); <i>Moons</i> (p. 158); <i>The Mars Explorer</i> (p. 162)

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the area of social studies .		
Listening	Identify information on historical events, figures, and leaders from oral statements supported graphically or visually.	<i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 52); <i>Alexander Graham Bell: Called to Invent</i> (p. 56); <i>On the Money</i> (p. 84); <i>Librarians Then and Now</i> (p. 98); <i>Nurses Then and Now</i> (p. 102); <i>Clara Barton: Angel of the Battlefield</i> (p. 106); <i>César Chávez: Protecting Farm Workers</i> (p. 110); <i>A Visit to a Marine Base</i> (p. 114); <i>Wilma Rudolph: Against All Odds</i> (p. 120); <i>Jackie Robinson: Hero on the Baseball Field</i> (p. 136); <i>Neil Armstrong: Man on the Moon</i> (p. 150)
Speaking	Connect events with people in U.S. history using time lines, graphics, or illustrations.	<i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 52); <i>Alexander Graham Bell: Called to Invent</i> (p. 56); <i>On the Money</i> (p. 84); <i>Librarians Then and Now</i> (p. 98); <i>Nurses Then and Now</i> (p. 102); <i>Clara Barton: Angel of the Battlefield</i> (p. 106); <i>César Chávez: Protecting Farm Workers</i> (p. 110); <i>A Visit to a Marine Base</i> (p. 114); <i>Wilma Rudolph: Against All Odds</i> (p. 120); <i>Jackie Robinson: Hero on the Baseball Field</i> (p. 136); <i>Neil Armstrong: Man on the Moon</i> (p. 150)
Reading	Identify rights of people in the U.S. or other countries using words or phrases.	<i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 52); <i>César Chávez: Protecting Farm Workers</i> (p. 110); <i>Wilma Rudolph: Against All Odds</i> (p. 120); <i>Jackie Robinson: Hero on the Baseball Field</i> (p. 136)
Writing	Write words or phrases related to social studies concepts.	<i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 52); <i>Alexander Graham Bell: Called to Invent</i> (p. 56); <i>On the Money</i> (p. 84); <i>Librarians Then and Now</i> (p. 98); <i>Nurses Then and Now</i> (p. 102); <i>Clara Barton: Angel of the Battlefield</i> (p. 106); <i>César Chávez: Protecting Farm Workers</i> (p. 110); <i>A Visit to a Marine Base</i> (p. 114); <i>Wilma Rudolph: Against All Odds</i> (p. 120); <i>Jackie Robinson: Hero on the Baseball Field</i> (p. 136); <i>Neil Armstrong: Man on the Moon</i> (p. 150)

Language Power Blue Level A
Correlation to TESOL Standards (for Grades 6–8—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> Blue Level A
Listening	Follow two-step oral commands supported visually or modeled.	All Lessons
Speaking	Ask questions or exchange information with teachers or peers in L1 and L2.	All Lessons
Reading	Identify words or phrases to illustrations or photos in assignments.	All Lessons
Writing	Produce phrases associated with personal interests, opinions, and preferences.	All Lessons
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts .		
Listening	Follow oral directions associated with learning strategies represented visually and compare with a partner.	All Lessons
Speaking	Restate or paraphrase visually supported information from texts.	All Lessons
Reading	Match general vocabulary or expressions in context with illustrations or photographs associated with various genres read orally.	All Lessons
Writing	Write words or phrases to respond to illustrated events supported visually or modeled.	All Lessons

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the area of mathematics .		
Listening	Follow multi-step oral directions to add, subtract, or order decimals.	<i>Our Vacation Budget</i> (p. 88); <i>Timing Races</i> (p. 132)
Speaking	Paraphrase information that demonstrates understanding of mathematical concepts using words or phrases.	<i>Our Vacation Budget</i> (p. 88); <i>My Lemonade Stand</i> (p. 92); <i>Timing Races</i> (p. 132)
Reading	Compare or rank decimals with a partner.	<i>Timing Races</i> (p. 132)
Writing	Describe mathematical concepts using phrases or sentences.	<i>Our Vacation Budget</i> (p. 88); <i>My Lemonade Stand</i> (p. 92); <i>Timing Races</i> (p. 132)

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the area of science .		
Listening	Create or complete diagrams based on illustrations, photographs, or oral directions.	<i>Special Physical Features of Carnivores</i> (p. 38); <i>Snakes Up Close</i> (p. 42)
Speaking	Describe scientific inventions or discoveries based on illustrations or photographs.	<i>Color Changes in Peppered Moths</i> (p. 34); <i>Special Physical Features of Carnivores</i> (p. 38); <i>Snakes Up Close</i> (p. 42); <i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 52); <i>Alexander Graham Bell: Called to Invent</i> (p. 56); <i>How Amusement Parks Work</i> (p. 60); <i>Climbing and Diving</i> (p. 124); <i>The Quest for Personal Best: Individual Sports</i> (p. 128); <i>Asteroids and Comets</i> (p. 146); <i>Neil Armstrong: Man on the Moon</i> (p. 150); <i>Stars</i> (p. 154); <i>Moons</i> (p. 158); <i>The Mars Explorer</i> (p. 162)
Reading	Respond to yes/no, choice, or WH-questions based on graphic support or pictures.	<i>Color Changes in Peppered Moths</i> (p. 34); <i>Special Physical Features of Carnivores</i> (p. 38); <i>Snakes Up Close</i> (p. 42); <i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 52); <i>Alexander Graham Bell: Called to Invent</i> (p. 56); <i>How Amusement Parks Work</i> (p. 60); <i>Step into the Desert</i> (p. 70); <i>Step into the Rainforest</i> (p. 74); <i>A Forest Food Chain</i> (p. 78); <i>Climbing and Diving</i> (p. 124); <i>The Quest for Personal Best: Individual Sports</i> (p. 128); <i>Asteroids and Comets</i> (p. 146); <i>Neil Armstrong: Man on the Moon</i> (p. 150); <i>Stars</i> (p. 154); <i>Moons</i> (p. 158); <i>The Mars Explorer</i> (p. 162)
Writing	Write phrases or short sentences related to scientific concepts.	<i>Color Changes in Peppered Moths</i> (p. 34); <i>Special Physical Features of Carnivores</i> (p. 38); <i>Snakes Up Close</i> (p. 42); <i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 52); <i>Alexander Graham Bell: Called to Invent</i> (p. 56); <i>How Amusement Parks Work</i> (p. 60); <i>Step into the Desert</i> (p. 70); <i>Step into the Rainforest</i> (p. 74); <i>A Forest Food Chain</i> (p. 78); <i>Climbing and Diving</i> (p. 124); <i>The Quest for Personal Best: Individual Sports</i> (p. 128); <i>Asteroids and Comets</i> (p. 146); <i>Neil Armstrong: Man on the Moon</i> (p. 150); <i>Stars</i> (p. 154); <i>Moons</i> (p. 158); <i>The Mars Explorer</i> (p. 162)

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the area of social studies .		
Listening	Identify information on historical events, figures, and leaders from oral statements supported graphically or visually.	<i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 52); <i>Alexander Graham Bell: Called to Invent</i> (p. 56); <i>On the Money</i> (p. 84); <i>Librarians Then and Now</i> (p. 98); <i>Nurses Then and Now</i> (p. 102); <i>Clara Barton: Angel of the Battlefield</i> (p. 106); <i>César Chávez: Protecting Farm Workers</i> (p. 110); <i>A Visit to a Marine Base</i> (p. 114); <i>Wilma Rudolph: Against All Odds</i> (p. 120); <i>Jackie Robinson: Hero on the Baseball Field</i> (p. 136); <i>Neil Armstrong: Man on the Moon</i> (p. 150)
Speaking	Describe features or characteristics of major events or people in U.S. history depicted in time lines, graphics, or illustrations.	<i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 52); <i>Alexander Graham Bell: Called to Invent</i> (p. 56); <i>On the Money</i> (p. 84); <i>Librarians Then and Now</i> (p. 98); <i>Nurses Then and Now</i> (p. 102); <i>Clara Barton: Angel of the Battlefield</i> (p. 106); <i>César Chávez: Protecting Farm Workers</i> (p. 110); <i>A Visit to a Marine Base</i> (p. 114); <i>Wilma Rudolph: Against All Odds</i> (p. 120); <i>Jackie Robinson: Hero on the Baseball Field</i> (p. 136); <i>Neil Armstrong: Man on the Moon</i> (p. 150)
Reading	Describe rights of people in the U.S. or other countries using words or phrases.	<i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 52); <i>César Chávez: Protecting Farm Workers</i> (p. 110); <i>Wilma Rudolph: Against All Odds</i> (p. 120); <i>Jackie Robinson: Hero on the Baseball Field</i> (p. 136)
Writing	Write phrases or short sentences related to social studies concepts.	<i>Benjamin Franklin: Thinker, Inventor, Leader</i> (p. 52); <i>Alexander Graham Bell: Called to Invent</i> (p. 56); <i>On the Money</i> (p. 84); <i>Librarians Then and Now</i> (p. 98); <i>Nurses Then and Now</i> (p. 102); <i>Clara Barton: Angel of the Battlefield</i> (p. 106); <i>César Chávez: Protecting Farm Workers</i> (p. 110); <i>A Visit to a Marine Base</i> (p. 114); <i>Wilma Rudolph: Against All Odds</i> (p. 120); <i>Jackie Robinson: Hero on the Baseball Field</i> (p. 136); <i>Neil Armstrong: Man on the Moon</i> (p. 150)

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