

**Language Power** Blue Level A  
Correlation to WIDA ELPS (for Grades 6–8—Entering)

<b>Standard 1:</b> English language learners communicate in English for <b>social and instructional</b> purposes within the school setting.		
<b>Domain</b>	<b>Level 1 (Entering)</b>	<b>Lessons in <i>Language Power</i> Blue Level A</b>
<b>Listening</b>	Follow one-step oral commands supported visually or modeled.	All Lessons
<b>Speaking</b>	Respond to questions or commands based on oral instructions or visually supported assignments.	All Lessons
<b>Reading</b>	Match words or phrases to illustrations or photos in assignments.	All Lessons
<b>Writing</b>	Produce words/phrases associated with personal interests, opinions, and preferences.	All Lessons
<b>Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .		
<b>Listening</b>	Point to parts of books or illustrations to show comprehension.	All Lessons
<b>Speaking</b>	Answer questions about pictures in illustrated books.	All Lessons
<b>Reading</b>	Identify words or phrases supported by illustrations associated with various genres.	All Lessons
<b>Writing</b>	Brainstorm words or phrases relevant to tasks with a partner in L1 or L2.	All Lessons

<b>Standard 3:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .		
<b>Listening</b>	Match oral language associated with decimals with visual or graphic displays.	<i>Our Vacation Budget</i> (p. 88); <i>Timing Races</i> (p. 132)
<b>Speaking</b>	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)
<b>Reading</b>	Sort and order decimals with a partner.	<i>Timing Races</i> (p. 132)
<b>Writing</b>	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)

<b>Standard 4:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Science</b> .		
<b>Listening</b>	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)
<b>Speaking</b>	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)
<b>Reading</b>	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)
<b>Writing</b>	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)

<b>Standard 5:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .		
<b>Listening</b>	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)
<b>Speaking</b>	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)
<b>Reading</b>	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)
<b>Writing</b>	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 WIDA ELPS (for Grades 6–8—Beginning)

<b>Standard 1:</b> English language learners communicate in English for <b>social and instructional</b> purposes within the school setting.		
<b>Domain</b>	<b>Level 2 (Beginning)</b>	<b>Lessons in <i>Language Power</i> Blue Level A</b>
<b>Listening</b>	Follow two-step oral commands supported visually or modeled.	All Lessons
<b>Speaking</b>	Ask questions or exchange information with teachers or peers in L1 and L2.	All Lessons
<b>Reading</b>	Identify words or phrases to illustrations or photos in assignments.	All Lessons
<b>Writing</b>	Produce phrases associated with personal interests, opinions, and preferences.	All Lessons
<b>Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .		
<b>Listening</b>	Follow oral directions associated with learning strategies represented visually and compare with a partner.	All Lessons
<b>Speaking</b>	Restate or paraphrase visually supported information from texts.	All Lessons
<b>Reading</b>	Match general vocabulary or expressions in context with illustrations or photographs associated with various genres read orally.	All Lessons
<b>Writing</b>	Write words or phrases to respond to illustrated events supported visually or modeled.	All Lessons

<b>Standard 3:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b> .		
<b>Listening</b>	Follow multi-step oral directions to add, subtract, or order decimals.	<i>Our Vacation Budget</i> (p. 88); <i>Timing Races</i> (p. 132)
<b>Speaking</b>	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)
<b>Reading</b>	Compare or rank decimals with a partner.	<i>Timing Races</i> (p. 132)
<b>Writing</b>	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)

<b>Standard 4:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Science</b> .		
<b>Listening</b>	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)
<b>Speaking</b>	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)
<b>Reading</b>	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)
<b>Writing</b>	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)

<b>Standard 5:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .		
<b>Listening</b>	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)
<b>Speaking</b>	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)
<b>Reading</b>	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)
<b>Writing</b>	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)



*Any matches of materials to specific 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](http://www.wida.us).*