

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 <i>Language Power Red Level A</i>
Listening	Follow one-step oral commands supported visually or modeled.	All Lessons
Speaking	Produce words in response to questions about personal experiences.	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 content 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	Find identifying information illustrative of main ideas from illustrations, words, or phrases.	All Lessons
Writing	Respond to illustrated events using words or phrases supported visually or modeled.	All Lessons

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 representation using visually supported material and oral questions.	<i>Wild Animals</i> (p. 38); <i>Main Street Animal Shelter</i> (p. 42)
Speaking	State information that demonstrates understanding of mathematical concepts using words or phrases.	<i>Wild Animals</i> (p. 38); <i>Main Street Animal Shelter</i> (p. 42); <i>Around Town</i> (p. 62); <i>Night at the Community Center</i> (p. 66)
Reading	Find identifying information on the attributes of two-dimensional shapes.	<i>Around Town</i> (p. 62)
Writing	Depict understanding of mathematical concepts using words, phrases, or sentences.	<i>Wild Animals</i> (p. 38); <i>Main Street Animal Shelter</i> (p. 42); <i>Around Town</i> (p. 62); <i>Night at the Community Center</i> (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 of matter from oral statements with visual support.	<i>Melting and Freezing</i> (p.134); <i>Evaporation</i> (p. 138)
Speaking	Answer questions that name basic parts of body systems depicted visually and modeled.	<i>Now Hear This!</i> (p. 80); <i>The Nervous System</i> (p. 84)
Reading	Match labeled pictures representing organisms in the environment to words or phrases.	<i>If I Were A Tree</i> (p. 56); <i>Plants</i> (p. 104); <i>How Plants Grow</i> (p. 108); <i>The Life Cycle of a Plant</i> (p.112); <i>Photosynthesis</i> (p. 116)
Writing	Write words or phrases related to scientific concepts.	<i>If I Were a Tree</i> (p. 56); <i>Now Hear This!</i> (p. 80); <i>The Nervous System</i> (p. 84); <i>Plants</i> (p. 104); <i>How Plants Grow</i> (p. 108); <i>The Life Cycle of a Plant</i> (p.112); <i>Photosynthesis</i> (p. 116); <i>Weather</i> (wordless photo book)(p. 126); <i>Weather</i> (p. 130); <i>Melting and Freezing</i> (p.134); <i>Evaporation</i> (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 historical events, figures, and leaders from oral statements supported graphically or visually.	<i>Daniel Boone: Into the Wild</i> (p. 104); <i>Meet Christopher Columbus</i> (p. 98)
Speaking	Provide information about groups, societies, and cultures with a partner in L1 or L2.	<i>Proud Americans</i> (p. 148); <i>Handmade</i> (p. 152); <i>Players with Pride</i> (p. 156)
Reading	Match pictures to words or phrases representing explorers.	<i>Daniel Boone: Into the Wild</i> (p. 104); <i>Meet Christopher Columbus</i> (p. 98)
Writing	Write words or phrases describing people, places, or objects in a community from pictures and models.	<i>Main Street Animal Shelter</i> (p. 42); <i>Around Town</i> (p. 62); <i>Night at the Community Center</i> (p. 66); <i>Players with Pride</i> (p. 156); <i>Transportation</i> (162); <i>On the Go</i> (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 <i>Language Power Red Level A</i>
Listening	Follow two-step oral commands supported visually or modeled.	All Lessons
Speaking	Produce words or short sentences in response to questions about personal experiences.	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 content area of Language Arts .		
Listening	Identify parts of books or illustrations to show comprehension.	All Lessons
Speaking	Describe pictures in illustrated books or in their own work to peers in L1 or L2.	All Lessons
Reading	Match identifying information illustrative of main ideas from illustrations, words, or phrases.	All Lessons
Writing	Create phrases/short sentences 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 content area of Mathematics .		
Listening	Compare data to its representation using visually supported material and oral questions.	<i>Wild Animals</i> (p. 38); <i>Main Street Animal Shelter</i> (p. 42)
Speaking	Paraphrase information that demonstrates understanding of mathematical concepts using words or phrases.	<i>Wild Animals</i> (p. 38); <i>Main Street Animal Shelter</i> (p. 42); <i>Around Town</i> (p. 62); <i>Night at the Community Center</i> (p. 66)
Reading	Identify the attributes of two-dimensional shapes.	<i>Around Town</i> (p. 62)
Writing	Describe mathematical concepts using phrases or sentences.	<i>Wild Animals</i> (p. 38); <i>Main Street Animal Shelter</i> (p. 42); <i>Around Town</i> (p. 62); <i>Night at the Community Center</i> (p. 66)

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .		
Listening	Distinguish among examples of states of matter from oral statements with visual support.	<i>Melting and Freezing</i> (p.134); <i>Evaporation</i> (p. 138)
Speaking	Give examples of parts of body systems depicted visually and modeled.	<i>Now Hear This!</i> (p. 80); <i>The Nervous System</i> (p. 84)
Reading	Describe labeled pictures representing organisms in the environment to words or phrases.	<i>If I Were A Tree</i> (p. 56); <i>Plants</i> (p. 104); <i>How Plants Grow</i> (p. 108); <i>The Life Cycle of a Plant</i> (p.112); <i>Photosynthesis</i> (p. 116)
Writing	Write phrases or short sentences related to scientific concepts.	<i>If I Were a Tree</i> (p. 56); <i>Now Hear This!</i> (p. 80); <i>The Nervous System</i> (p. 84); <i>Plants</i> (p. 104); <i>How Plants Grow</i> (p. 108); <i>The Life Cycle of a Plant</i> (p.112); <i>Photosynthesis</i> (p. 116); <i>Weather</i> (wordless photo book)(p. 126); <i>Weather</i> (p. 130); <i>Melting and Freezing</i> (p.134); <i>Evaporation</i> (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 historical events, figures, and leaders from oral statements supported graphically or visually.	<i>Daniel Boone: Into the Wild</i> (p. 104); <i>Meet Christopher Columbus</i> (p. 98)
Speaking	Give examples of characteristics and information about groups, societies, and cultures with a partner in L1 or L2.	<i>Proud Americans</i> (p. 148); <i>Handmade</i> (p. 152); <i>Players with Pride</i> (p. 156)
Reading	Identify people or historical events depicted in illustrations and phrases.	<i>Daniel Boone: Into the Wild</i> (p. 104); <i>Meet Christopher Columbus</i> (p. 98)
Writing	Write phrases or short sentences describing people, places, or objects in a community from pictures and models.	<i>Main Street Animal Shelter</i> (p. 42); <i>Around Town</i> (p. 62); <i>Night at the Community Center</i> (p. 66); <i>Players with Pride</i> (p. 156); <i>Transportation</i> (162); <i>On the Go</i> (p. 166)

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.