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

Standard 1: English language learners communicate in English for **social and instructional** purposes within the school setting.		
Domain	**Level 5 (Bridging)**	**Lessons in *Language Power* Red Level C**
Listening	Prioritize multi-step oral commands supported visually.	All Lessons
Speaking	Offer specific information about self or opinions.	All Lessons
Reading	Evaluate validity of information in grade-level text based on personal experiences.	All Lessons
Writing	Create pieces 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	Connect information from oral reading of grade-level material to demonstrate comprehension.	All Lessons
Speaking	Provide details to questions about illustrations or photographs in texts.	All Lessons
Reading	Explain main ideas and their supporting details.	All Lessons
Writing	Produce grade-level responses to text.	All Lessons

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.		
Listening	Apply general and specific language associated with grade-level mathematical concepts.	*Animal Investigations* (p. 34); *All About Sharks* (p. 38); *Wildlife Scientists* (p. 42); *People Who Predict* (p. 126); *Natural Disasters* (p. 130); *World Markets* (p. 140); *The World of Transportation* (p. 154); *Journeys: Land, Sea, Air* (p. 162)
Speaking	Explain information that demonstrates understanding of mathematical concepts using specific or technical vocabulary.	*Animal Investigations* (p. 34); *Wildlife Scientists* (p. 42); *People Who Predict* (p. 126); *Natural Disasters* (p. 130); *World Markets* (p. 140); *Journeys: Land, Sea, Air* (p. 162)
Reading	Create and use a coordinate map.	*Journeys: Land, Sea, Air* (p. 162)
Writing	Use grade-level writing to communicate understanding of mathematical concepts.	*Animal Investigations* (p. 34); *All About Sharks* (p. 38); *Wildlife Scientists* (p. 42); *People Who Predict* (p. 126); *Natural Disasters* (p. 130); *World Markets* (p. 140); *The World of Transportation* (p. 154); *Journeys: Land, Sea, Air* (p. 162)

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.		
Listening	Apply general and specific language associated with grade-level scientific concepts.	*All About Sharks* (p. 38); *Wildlife Scientists* (p. 42); *Rainforests* (p. 52); *Deserts* (p. 56); *Forests* (p. 60); *The Five Senses* (p. 80); *The Digestive System* (p. 84); *Healthy Habits, Healthy You* (p. 88); *George Washington Carver: Planting Ideas* (p. 112); *The World of Plants* (p. 116); *People Who Predict* (p. 126); *Natural Disasters* (p. 130); *Take Off! All About Airplanes* (p. 158)
Speaking	Discuss and explain physical relationships among natural phenomena from real-life examples using technical vocabulary.	*People Who Predict* (p. 126); *Natural Disasters* (p. 130)
Reading	Apply information about body systems and their functions.	*The Five Senses* (p. 80); *The Digestive System* (p. 84); *Healthy Habits, Healthy You* (p. 88)
Writing	Write sentences and cohesive short responses related to scientific concepts.	*All About Sharks* (p. 38); *Rainforests* (p. 52); *Deserts* (p. 56); *Forests* (p. 60); *The Five Senses* (p. 80); *The Digestive System* (p. 84); *Healthy Habits, Healthy You* (p. 88); *George Washington Carver: Planting Ideas* (p. 112); *The World of Plants* (p. 116); *People Who Predict* (p. 126); *Natural Disasters* (p. 130)

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.		
Listening	Draw conclusions from information about historical events, figures, and leaders from oral discourse supported graphically or visually.	*George Washington* (p. 94*); Martin Luther King Jr.* (p. 98); *Susan B. Anthony* (p. 102); *Benjamin Franklin* (p. 106); *George Washington Carver: Planting Ideas* (p. 112)
Speaking	Explain, with details, information about groups, societies, and cultures.	*World Markets* (p. 140); *School Around the World* (p. 144)
Reading	Identify major discoveries in science and technology and some of their social and economic effects.	*A Day in the Life of a Firefighter* (p. 66); *Benjamin Franklin* (p. 106); *George Washington Carver: Planting Ideas* (p. 112); *The World of Transportation* (p. 154); *Take Off! All About Airplanes* (p. 158); *Journeys: Land, Sea, Air* (p. 162)
Writing	Create compositions utilizing information on historical events, figures, and leaders.	*George Washington* (p. 94*); Martin Luther King Jr.* (p. 98); *Susan B. Anthony* (p. 102); *Benjamin Franklin* (p. 106); *George Washington Carver: Planting Ideas* (p. 112)

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.