

Language Power Purple Level C
Correlation to WIDA ELPS (for Grade K—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 Purple Level C
Listening	Physically demonstrate ideas or concepts as instructed by a teacher.	<i>What Can San Do?</i> (p. 34); <i>Top That!</i> (p. 38); <i>Animal Eyes</i> (p. 60); <i>Things with Wings</i> (p. 64); <i>Staying Healthy</i> (p. 100); <i>Building a Playground</i> (p. 132); <i>Earth</i> (p. 146); <i>The Fort</i> (p. 164)
Speaking	Engage in multiple classroom exchanges.	All Lessons
Reading	Share "oral reading" of illustrated books with a partner.	All Lessons
Writing	Compose notes about daily routines using phrases or short sentences with invented spellings.	<i>Staying Healthy</i> (p. 100); <i>Eating Right</i> (p. 104)
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .		
Listening	Match illustrations or photos to oral reading of related sentences or short stories.	All Lessons
Speaking	Paraphrase or summarize text supported by illustrations or photos.	<i>Things with Wings</i> (p. 64); <i>Sea Life</i> (p. 68); <i>Snakes Up Close</i> (p. 72); <i>A Mountain of Trash</i> (p. 90); <i>Staying Healthy</i> (p. 100); <i>Eating Right</i> (p. 104); <i>Cleaning Our School</i> (p. 114); <i>Keeping Fit with Sports</i> (p. 124); <i>Kids Around the World</i> (p. 128); <i>Volcanoes!</i> (p. 142); <i>Earth</i> (p. 146); <i>Craft It: Hand-Blown Glass</i> (p. 152); <i>Build It: Skyscrapers</i> (p. 156); <i>Make It: Chocolate</i> (p. 160)
Reading	Read print in different forms.	All Lessons
Writing	Produce letters of beginning sounds from pictures in context.	All Lessons

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics .		
Listening	Identify size of objects described according to nonstandard measurement tools with a partner as directed orally.	<i>Day at the Zoo</i> (p. 94)
Speaking	Make statements with a partner about how or when to use numbers.	<i>Our Trip to the City</i> (p. 82); <i>Shopping in the City</i> (p. 86); <i>A Mountain of Trash</i> (p. 90); <i>Day at the Zoo</i> (p. 94); <i>Our Family Reunion</i> (p. 108); <i>Cleaning Our School</i> (p. 114); <i>Count Me In! School Carnival</i> (p. 118)
Reading	Correctly use words for geometric shapes.	<i>Looking for Shapes</i> (p. 78); <i>Building a Playground</i> (p. 132); <i>The Fort</i> (p. 164)
Writing	Supply numerals and number words that correspond to matched sets of pictures from word banks or illustrations.	<i>Our Trip to the City</i> (p. 82); <i>Shopping in the City</i> (p. 86); <i>A Mountain of Trash</i> (p. 90); <i>Our Family Reunion</i> (p. 108); <i>Count Me In! School Carnival</i> (p. 118)
Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .		
Listening	Sequence slow or fast changes in Earth as directed orally.	<i>Earthquakes!</i> (p. 138); <i>Volcanoes!</i> (p. 142)
Speaking	Orally identify food words.	<i>Eating Right</i> (p. 104)
Reading	Classify animals using phrases or sentences.	<i>Animal Eyes</i> (p. 60); <i>Things with Wings</i> (p. 64); <i>Sea Life</i> (p. 68); <i>Snakes Up Close</i> (p. 72); <i>Day at the Zoo</i> (p. 94)
Writing	Write sentences about slow or fast changes to Earth's surface.	<i>Earthquakes!</i> (p. 138); <i>Volcanoes!</i> (p. 142)

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.		
Listening	Identify similarities and differences among groups of people or communities based on information in a text.	<i>Our Trip to the City</i> (p. 82); <i>Shopping in the City</i> (p. 86); <i>A Mountain of Trash</i> (p. 90); <i>Our Family Reunion</i> (p. 108); <i>Kids Around the World</i> (p. 128)
Speaking	Provide detailed information about people or communities.	<i>Our Trip to the City</i> (p. 82); <i>Shopping in the City</i> (p. 86); <i>A Mountain of Trash</i> (p. 90); <i>Our Family Reunion</i> (p. 108); <i>Kids Around the World</i> (p. 128)
Reading	Compare processes of the past with those of the present.	<i>Craft It: Hand-Blown Glass</i> (p. 152)
Writing	Produce illustrated writing using short sentences with invented spellings.	<i>Our Trip to the City</i> (p. 82); <i>Shopping in the City</i> (p. 86); <i>A Mountain of Trash</i> (p. 90); <i>Our Family Reunion</i> (p. 108); <i>Kids Around the World</i> (p. 128); <i>Craft It: Hand-Blown Glass</i> (p. 152); <i>Build It: Skyscrapers</i> (p. 156); <i>Make It: Chocolate</i> (p. 160)

Language Power Purple Level C
Correlation to WIDA ELPS (for Grades 1 and 2—Bridging)

Standard 1: English language learners communicate in English for social and instructional purposes within the school setting.		
Domain	Level 5 (Bridging)	Lessons in <i>Language Power Purple Level C</i>
Listening	Follow a series of oral directions without support.	All Lessons
Speaking	Evaluate and give reasons for choices made during classroom instructional activities.	All Lessons
Reading	Follow grade-level written directions for activities.	All Lessons
Writing	Compose personal responses from pictures or illustrated scenes.	All Lessons
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .		
Listening	Draw conclusions about main ideas from predictable books read aloud.	All Lessons
Speaking	Connect storylines and events in texts to personal experiences based on titles and illustrated covers.	All Lessons
Reading	Sequence short paragraphs to tell stories.	<i>Craft It: Hand-Blown Glass</i> (p. 152); <i>Build It: Skyscrapers</i> (p. 156);
Writing	Connect events, characters, or objects in illustrated or photo-based texts to self.	All Lessons

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics .		
Listening	Interpret data on graphs from oral descriptions.	<i>Cleaning Our School</i> (p. 114)
Speaking	Tell or make up stories or events that involve numbers.	<i>Our Trip to the City</i> (p. 82); <i>Shopping in the City</i> (p. 86); <i>A Mountain of Trash</i> (p.90); <i>Our Family Reunion</i> (p. 108)
Reading	Read language associated with basic operations in illustrated phrases or short sentences.	<i>Our Trip to the City</i> (p. 82); <i>Shopping in the City</i> (p. 86); <i>A Mountain of Trash</i> (p. 90); <i>Our Family Reunion</i> (p. 108)
Writing	Describe illustrated scenes or events using numbers in a series of related sentences.	<i>Our Trip to the City</i> (p. 82); <i>Shopping in the City</i> (p. 86); <i>A Mountain of Trash</i> (p. 90); <i>Our Family Reunion</i> (p. 108)
Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .		
Listening	Identify scientific concepts based on oral statements by pointing to pictures.	<i>Animal Eyes</i> (p. 60); <i>Things with Wings</i> (p. 64); <i>Sea Life</i> (p. 68); <i>Snakes Up Close</i> (p. 72); <i>Staying Healthy</i> (p. 100); <i>Eating Right</i> (p. 104); <i>Keeping Fit with Sports</i> (p. 124); <i>Earthquakes!</i> (p. 138); <i>Volcanoes!</i> (p. 142); <i>Earth</i> (p. 146)
Speaking	Report, with details, on topics about the earth and sky using diagrams, photographs, or models.	<i>Earth</i> (p. 146)
Reading	Identify illustrations and photos in texts associated with scientific concepts.	<i>Animal Eyes</i> (p. 60); <i>Things with Wings</i> (p. 64); <i>Sea Life</i> (p. 68); <i>Snakes Up Close</i> (p. 72); <i>Staying Healthy</i> (p. 100); <i>Eating Right</i> (p. 104); <i>Keeping Fit with Sports</i> (p. 124); <i>Earthquakes!</i> (p. 138); <i>Volcanoes!</i> (p. 142); <i>Earth</i> (p. 146)
Writing	Explain the process of changes in the earth in visuals using connected sentences.	<i>Earthquakes!</i> (p. 138); <i>Volcanoes!</i> (p. 142)

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .		
Listening	Differentiate the similarities and differences between processes of the past and present.	<i>Craft It: Hand-Blown Glass</i> (p. 152)
Speaking	Describe the similarities and differences between processes of the past and present.	<i>Craft It: Hand-Blown Glass</i> (p. 152)
Reading	Identify illustrations and photos in texts associated with social studies concepts.	<i>Our Trip to the City</i> (p. 82); <i>Shopping in the City</i> (p. 86); <i>A Mountain of Trash</i> (p. 90); <i>Our Family Reunion</i> (p. 108); <i>Cleaning Our School</i> (p. 114); <i>Kids Around the World</i> (p. 128); <i>Craft It: Hand-Blown Glass</i> (p. 152); <i>Make It: Chocolate</i> (p. 160)
Writing	Describe the similarities and differences between processes of the past and present using phrases and short sentences with inventive spellings.	<i>Craft It: Hand-Blown Glass</i> (p. 152)

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.