

**Language Power Red Level A**  
Correlation to TESOL (for Grades 3–5—Level 1)

<b>Standard 1:</b> English language learners <b>communicate</b> in English for <b>social, intercultural, and instructional</b> purposes within the school setting.		
<b>Domain</b>	<b>Level 1</b>	<b>Lessons in <i>Language Power Red Level A</i></b>
<b>Listening</b>	Follow one-step oral commands supported visually or modeled.	All Lessons
<b>Speaking</b>	Produce words in response to questions about personal experiences.	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 <b>communicate</b> 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>	Find identifying information illustrative of main ideas from illustrations, words, or phrases.	All Lessons
<b>Writing</b>	Respond to illustrated events using words or phrases supported visually or modeled.	All Lessons

<b>Standard 3:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>mathematics</b> .		
<b>Listening</b>	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)
<b>Speaking</b>	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)
<b>Reading</b>	Find identifying information on the attributes of two-dimensional shapes.	<i>Around Town</i> (p. 62)
<b>Writing</b>	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)

<b>Standard 4:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>science</b> .		
<b>Listening</b>	Identify examples of states of matter from oral statements with visual support.	<i>Melting and Freezing</i> (p.134); <i>Evaporation</i> (p. 138)
<b>Speaking</b>	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)
<b>Reading</b>	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)
<b>Writing</b>	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)

<b>Standard 5:</b> English language learners <b>communicate</b> 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>Daniel Boone: Into the Wild</i> (p. 104); <i>Meet Christopher Columbus</i> (p. 98)
<b>Speaking</b>	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)
<b>Reading</b>	Match pictures to words or phrases representing explorers.	<i>Daniel Boone: Into the Wild</i> (p. 104); <i>Meet Christopher Columbus</i> (p. 98)
<b>Writing</b>	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 TESOL Standards (for Grades 3–5—Level 2)

<b>Standard 1: English language learners <i>communicate</i> in English for <i>social, intercultural, and instructional</i> purposes within the school setting.</b>		
<b>Domain</b>	<b>Level 2</b>	<b>Lessons in <i>Language Power Red Level A</i></b>
<b>Listening</b>	Follow two-step oral commands supported visually or modeled.	All Lessons
<b>Speaking</b>	Produce words or short sentences in response to questions about personal experiences.	All Lessons
<b>Reading</b>	Identify words or phrases to illustrations and photos in assignments.	All Lessons
<b>Writing</b>	Produce phrases associated with personal interests, opinions, and preferences.	All Lessons
<b>Standard 2: English language learners <i>communicate</i> information, ideas, and concepts necessary for academic success in the content area of <i>language arts</i>.</b>		
<b>Listening</b>	Identify parts of books or illustrations to show comprehension.	All Lessons
<b>Speaking</b>	Describe pictures in illustrated books or in their own work to peers in L1 or L2.	All Lessons
<b>Reading</b>	Match identifying information illustrative of main ideas from illustrations, words, or phrases.	All Lessons
<b>Writing</b>	Create phrases/short sentences to respond to illustrated events supported visually or modeled.	All Lessons

<b>Standard 3:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>mathematics</b> .		
<b>Listening</b>	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)
<b>Speaking</b>	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)
<b>Reading</b>	Identify the attributes of two-dimensional shapes.	<i>Around Town</i> (p. 62)
<b>Writing</b>	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)

<b>Standard 4:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>science</b> .		
<b>Listening</b>	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)
<b>Speaking</b>	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)
<b>Reading</b>	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)
<b>Writing</b>	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)
<b>Standard 5:</b> English language learners <b>communicate</b> 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>Daniel Boone: Into the Wild</i> (p. 104); <i>Meet Christopher Columbus</i> (p. 98)
<b>Speaking</b>	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)
<b>Reading</b>	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)
<b>Writing</b>	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)

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