

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

<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 3 (Developing)</b>	<b>Lessons in <i>Language Power</i> Blue Level B</b>
<b>Listening</b>	Follow multi-step oral commands supported visually.	All Lessons
<b>Speaking</b>	Initiate or engage in conversation with peers or in small groups.	All Lessons
<b>Reading</b>	Make and confirm predictions based on prior knowledge or personal experience.	All Lessons
<b>Writing</b>	Respond to or generate text within the school context using semi-formal register.	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>	Use learning strategies according to oral directions and compare with a partner.	All Lessons
<b>Speaking</b>	State biographical information based on timelines or other graphic organizers.	<i>Making It Go: The Life and Work of Robert Fulton</i> (p. 60); <i>Thomas Edison and the Pioneers of Electromagnetism</i> (p. 64); <i>Rachel Carson: Nature's Guardian</i> (p. 86); <i>Eleanor Roosevelt</i> (p. 118); <i>Roberto Clemente</i> (p. 136)
<b>Reading</b>	Categorize or classify figures of speech in visually supported passages.	<i>King of the Hill</i> (p. 90)
<b>Writing</b>	Respond to texts using sentences supported visually or modeled by a teacher.	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 general and some specific language associated with graphing.	<i>It's Our Business</i> (p. 100)
<b>Speaking</b>	Give information that demonstrates understanding of mathematical concepts using sentences.	<i>It's Our Business</i> (p. 100)
<b>Reading</b>	Follow listed instructions that involve hands-on math using surveys and graphs.	<i>It's Our Business</i> (p. 100)
<b>Writing</b>	Depict understanding of mathematical concepts using sentences.	<i>It's Our Business</i> (p. 100)
<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 general and some specific language associated with simple machines.	<i>How Toys Work</i> (p. 56)
<b>Speaking</b>	Describe invertebrates using visual support.	<i>Incredible Invertebrates</i> (p. 42)
<b>Reading</b>	Differentiate reptiles and amphibians using graphic or visual support with a partner.	<i>Slithering Reptiles and Amphibians</i> (p. 38)
<b>Writing</b>	Write sentences or short responses related to scientific concepts.	<i>Mammal Mania</i> (p. 34); <i>Slithering Reptiles and Amphibians</i> (p. 38); <i>Incredible Invertebrates</i> (p. 42); <i>Swimming with Sharks</i> (p. 46); <i>History of Tools</i> (p. 52); <i>How Toys Work</i> (p. 56); <i>Making It Go: The Life and Work of Robert Fulton</i> (p. 60); <i>Thomas Edison and the Pioneers of Electromagnetism</i> (p. 64); <i>New-Fangled Inventions</i> (p. 68); <i>African Grasslands</i> (p. 74); <i>Amazon Rainforest</i> (p. 78); <i>Death Valley Desert</i> (p. 82); <i>Rachel Carson: Nature's Guardian</i> (p. 86); <i>Bikes and Boards</i> (p. 128); <i>Blast Off to Space Camp</i> (p. 150); <i>Space Exploration</i> (p. 154); <i>Living in Space</i> (p. 158)

<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>	Match information about historical events, figures, and leaders from oral statements supported graphically or visually.	<i>Hit It! History of Tools</i> (p. 52); <i>Making It Go: The Life and Work of Robert Fulton</i> (p. 60); <i>Thomas Edison and the Pioneers of Electromagnetism</i> (p. 64); <i>Rachel Carson: Nature's Guardian</i> (p. 86); <i>Buy It! History of Money</i> (p. 96); <i>Government Leaders Then and Now</i> (p. 110); <i>Eleanor Roosevelt</i> (p. 118); <i>Police Then and Now</i> (p. 122); <i>Roberto Clemente</i> (p. 136)
<b>Speaking</b>	Summarize significance of major events or people in U.S. history depicted in timelines, graphics, photographs, or illustrations.	<i>Hit It! History of Tools</i> (p. 52); <i>Making It Go: The Life and Work of Robert Fulton</i> (p. 60); <i>Thomas Edison and the Pioneers of Electromagnetism</i> (p. 64); <i>Rachel Carson: Nature's Guardian</i> (p. 86); <i>Buy It! History of Money</i> (p. 96); <i>Eleanor Roosevelt</i> (p. 118); <i>Roberto Clemente</i> (p. 136)
<b>Reading</b>	Order or sequence information on historical events, figures, and leaders supported graphically or visually.	<i>Police Then and Now</i> (p. 122); <i>Roberto Clemente</i> (p. 136)
<b>Writing</b>	Write sentences describing historical people, places, or objects from pictures or models.	<i>Hit It! History of Tools</i> (p. 52); <i>Making It Go: The Life and Work of Robert Fulton</i> (p. 60); <i>Thomas Edison and the Pioneers of Electromagnetism</i> (p. 64); <i>Rachel Carson: Nature's Guardian</i> (p. 86); <i>Buy It! History of Money</i> (p. 96); <i>Government Leaders Then and Now</i> (p. 110); <i>Eleanor Roosevelt</i> (p. 118); <i>Police Then and Now</i> (p. 122); <i>Roberto Clemente</i> (p. 136)

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

<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 4 (Expanding)</b>	<b>Lessons in <i>Language Power</i> Blue Level B</b>
<b>Listening</b>	Follow a series of oral directions supported visually.	All Lessons
<b>Speaking</b>	Express connected ideas to relate personal information or opinions.	All Lessons
<b>Reading</b>	Compare and contrast personal experiences with those in illustrated text.	All Lessons
<b>Writing</b>	Respond to teachers or complete assignments using formal register.	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>	Interpret main ideas or details in poems with illustrations or photographs and check with a partner.	<i>King of the Hill</i> (p. 90)
<b>Speaking</b>	Summarize points from outlines or graphic organizers on biographies.	<i>Making It Go: The Life and Work of Robert Fulton</i> (p. 60); <i>Thomas Edison and the Pioneers of Electromagnetism</i> (p. 64); <i>Rachel Carson: Nature's Guardian</i> (p. 86); <i>Eleanor Roosevelt</i> (p. 118); <i>Roberto Clemente</i> (p. 136)
<b>Reading</b>	Identify figures of speech in visually supported text and explain their meanings.	<i>King of the Hill</i> (p. 90)
<b>Writing</b>	Respond to texts using detailed sentences supported visually or modeled by a teacher.	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>	Discriminate general and some specific language associated with graphing.	<i>It's Our Business</i> (p. 100)
<b>Speaking</b>	Discuss information that demonstrates understanding of mathematical concepts using words or phrases.	<i>It's Our Business</i> (p. 100)
<b>Reading</b>	Compare decimals presented in pictures and text.	<i>It's Our Business</i> (p. 100)
<b>Writing</b>	Describe understanding of mathematical concepts using detailed sentences.	<i>It's Our Business</i> (p. 100)

<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>	Discriminate general and some specific language associated with simple machines.	<i>How Toys Work</i> (p. 56)
<b>Speaking</b>	Discuss invertebrates using visual support.	<i>Incredible Invertebrates</i> (p. 42)
<b>Reading</b>	Interpret information representing organisms in the environment using graphic or visual support with a partner.	<i>Mammal Mania</i> (p. 34); <i>Slithering Reptiles and Amphibians</i> (p. 38); <i>Incredible Invertebrates</i> (p. 42); <i>African Grasslands</i> (p. 74); <i>Amazon Rainforest</i> (p. 78); <i>Death Valley Desert</i> (p. 82)
<b>Writing</b>	Write complete sentences or short paragraphs related to scientific concepts.	<i>Mammal Mania</i> (p. 34); <i>Slithering Reptiles and Amphibians</i> (p. 38); <i>Incredible Invertebrates</i> (p. 42); <i>Swimming with Sharks</i> (p. 46); <i>History of Tools</i> (p. 52); <i>How Toys Work</i> (p. 56); <i>Making It Go: The Life and Work of Robert Fulton</i> (p. 60); <i>Thomas Edison and the Pioneers of Electromagnetism</i> (p. 64); <i>New-Fangled Inventions</i> (p. 68); <i>African Grasslands</i> (p. 74); <i>Amazon Rainforest</i> (p. 78); <i>Death Valley Desert</i> (p. 82); <i>Rachel Carson: Nature's Guardian</i> (p. 86); <i>Bikes and Boards</i> (p. 128); <i>Blast Off to Space Camp</i> (p. 150); <i>Space Exploration</i> (p. 154); <i>Living in Space</i> (p. 158)

<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>	Interpret information about historical events, figures, and leaders from oral statements supported graphically or visually.	<i>Hit It! History of Tools</i> (p. 52); <i>Making It Go: The Life and Work of Robert Fulton</i> (p. 60); <i>Thomas Edison and the Pioneers of Electromagnetism</i> (p. 64); <i>Rachel Carson: Nature's Guardian</i> (p. 86); <i>Buy It! History of Money</i> (p. 96); <i>Government Leaders Then and Now</i> (p. 110); <i>Eleanor Roosevelt</i> (p. 118); <i>Police Then and Now</i> (p. 122); <i>Roberto Clemente</i> (p. 136)
<b>Speaking</b>	Paraphrase major events or people's actions in U.S. history depicted in timelines, graphics, photographs, or illustrations.	<i>Making It Go: The Life and Work of Robert Fulton</i> (p. 60); <i>Thomas Edison and the Pioneers of Electromagnetism</i> (p. 64); <i>Rachel Carson: Nature's Guardian</i> (p. 86); <i>Eleanor Roosevelt</i> (p. 118); <i>Police Then and Now</i> (p. 122); <i>Roberto Clemente</i> (p. 136)
<b>Reading</b>	Interpret information on historical events, figures, and leaders supported graphically or visually.	<i>Hit It! History of Tools</i> (p. 52); <i>Making It Go: The Life and Work of Robert Fulton</i> (p. 60); <i>Thomas Edison and the Pioneers of Electromagnetism</i> (p. 64); <i>Rachel Carson: Nature's Guardian</i> (p. 86); <i>Buy It! History of Money</i> (p. 96); <i>Government Leaders Then and Now</i> (p. 110); <i>Eleanor Roosevelt</i> (p. 118); <i>Police Then and Now</i> (p. 122); <i>Roberto Clemente</i> (p. 136)
<b>Writing</b>	Write complete sentences or short paragraphs describing historical people, places, or objects from pictures and models.	<i>Hit It! History of Tools</i> (p. 52); <i>Making It Go: The Life and Work of Robert Fulton</i> (p. 60); <i>Thomas Edison and the Pioneers of Electromagnetism</i> (p. 64); <i>Rachel Carson: Nature's Guardian</i> (p. 86); <i>Buy It! History of Money</i> (p. 96); <i>Government Leaders Then and Now</i> (p. 110); <i>Eleanor Roosevelt</i> (p. 118); <i>Police Then and Now</i> (p. 122); <i>Roberto Clemente</i> (p. 136)

*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).*