

**Language Power** Purple Level A  
Correlation to WIDA ELPS (for Grade K—Entering)

<b>Standard 1: English language learners communicate in English for social and instructional purposes within the school setting.</b>		
<b>Domain</b>	<b>Level 1 (Entering)</b>	<b>Lessons in <i>Language Power</i> Purple Level A</b>
<b>Listening</b>	Mimic or use gestures modeled by teachers to participate in a group activity.	All Lessons
<b>Speaking</b>	Repeat answers to questions about familiar objects or persons.	All Lessons
	Experiment with language in simple classroom exchanges.	All Lessons
<b>Reading</b>	Match words to objects within the classroom environment.	<i>Colors</i> (wordless photo book) (p. 4); <i>Big and Little</i> (p. 54); <i>School</i> (p. 106); <i>At School</i> (p. 110)
<b>Writing</b>	Trace, copy, and depict daily routines.	<i>All About Me</i> (p. 110)
<b>Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</b>		
<b>Listening</b>	Point to an object or perform a gesture in response to an oral command.	All Lessons
<b>Speaking</b>	Repeat key words during a reading lesson.	All Lessons
<b>Reading</b>	Match words to pictures from a piece of text.	All Lessons
<b>Writing</b>	Draw or trace key words about a text.	All Lessons

<b>Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</b>		
<b>Listening</b>	Indicate understanding of mathematical concepts through appropriate actions or gestures.	<i>Around Home</i> (p. 100); <i>The Toy Store</i> (p. 104); <i>At School</i> (p. 140); <i>Our Favorites</i> (p. 144); <i>Fun in the Sun</i> (p. 150); <i>Games Are Fun</i> (p. 154); <i>Party Time</i> (p. 158)
<b>Speaking</b>	Use words to demonstrate understanding of mathematical concepts.	<i>Around Home</i> (p. 100); <i>The Toy Store</i> (p. 104); <i>At School</i> (p. 140); <i>Our Favorites</i> (p. 144); <i>Fun in the Sun</i> (p. 150); <i>Games Are Fun</i> (p. 154); <i>Party Time</i> (p. 158)
<b>Reading</b>	Identify pictures of real-life objects with a single attribute as modeled.	<i>Around Home</i> (p. 100); <i>At School</i> (p. 140); <i>Fun in the Sun</i> (p. 150); <i>Games Are Fun</i> (p. 154)
<b>Writing</b>	Draw, trace, or copy to demonstrate understanding of mathematical concepts.	<i>Shapes</i> (wordless photo book) (p. 42) <i>Numbers</i> (p. 50); <i>Around Home</i> (p. 100); <i>The Toy Store</i> (p. 104); <i>At School</i> (p. 140); <i>Our Favorites</i> (p. 144); <i>Fun in the Sun</i> (p. 150); <i>Games Are Fun</i> (p. 154); <i>Party Time</i> (p. 158)
<b>Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</b>		
<b>Listening</b>	Point to pictures or use gestures to demonstrate an understanding of scientific words or concepts.	<i>Animal Homes</i> (p. 86); <i>Head and Shoulders</i> (p. 130)
<b>Speaking</b>	Name familiar objects in photographs or illustrations associated with scientific concepts.	<i>Animal Homes</i> (p. 86); <i>Head and Shoulders</i> (p. 130)
<b>Reading</b>	Apply concepts of print to text about scientific concepts.	<i>Animal Homes</i> (p. 86); <i>Head and Shoulders</i> (p. 130)
<b>Writing</b>	Label drawings of scientific concepts.	<i>Animal Homes</i> (p. 86); <i>Head and Shoulders</i> (p. 130)

<b>Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</b>		
<b>Listening</b>	Indicate understanding by pointing or gesturing in response to oral statements or pictures.	<i>My Community</i> (p. 96); <i>Around Home</i> (p. 100); <i>All About Me</i> (p. 110); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big Family</i> (p. 126); <i>School</i> (p. 136); <i>At School</i> (p. 140)
<b>Speaking</b>	Repeat key words for social studies content.	<i>My Community</i> (p. 96); <i>Around Home</i> (p. 100); <i>All About Me</i> (p. 110); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big Family</i> (p. 126); <i>School</i> (p. 136); <i>At School</i> (p. 140)
<b>Reading</b>	Recognize symbols in and around a community.	<i>My Community</i> (p. 96); <i>Around Home</i> (p. 100); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>My Big Family</i> (p. 126); <i>School</i> (p. 136); <i>At School</i> (p. 140)
<b>Writing</b>	Draw personal responses to people, places, or objects.	<i>My Community</i> (p. 96); <i>Around Home</i> (p. 100); <i>All About Me</i> (p. 110); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big Family</i> (p. 126); <i>School</i> (p. 136); <i>At School</i> (p. 140)

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<b>Domain</b>	<b>Level 2 (Beginning)</b>	<b>Lessons in <i>Language Power</i> Purple Level A</b>
<b>Listening</b>	Use gestures in response to modeling by teacher in a whole group.	All Lessons
<b>Speaking</b>	Answer questions about familiar objects or persons.	All Lessons
	Engage in simple classroom exchanges.	All Lessons
<b>Reading</b>	Classify words by beginning sound.	<i>My B Words</i> (p. 60); <i>My M Words</i> (p. 64); <i>My T Words</i> (p. 68)
<b>Writing</b>	Reproduce initial letters associated with daily routines.	<i>All About Me</i> (p. 110)
<b>Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</b>		
<b>Listening</b>	Indicate classification of words read aloud by a teacher using a nonverbal response.	All Lessons
<b>Speaking</b>	Chant phrases or short sentences in rhymes using gestures from picture cues in a whole group.	<i>Baa, Baa, Black Sheep</i> (p. 90); <i>My Community</i> (p. 96); <i>Head and Shoulders</i> (p. 130); <i>Use Your Brain</i> (p. 162)
<b>Reading</b>	Classify pictures and icons with a partner.	All Lessons
<b>Writing</b>	Reproduce symbols or letters from models.	All Lessons

<b>Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</b>		
<b>Listening</b>	Indicate an understanding of mathematical concepts through nonverbal responses.	<i>Around Home</i> (p. 100); <i>The Toy Store</i> (p. 104); <i>At School</i> (p. 140); <i>Our Favorites</i> (p. 144); <i>Fun in the Sun</i> (p. 150); <i>Games Are Fun</i> (p. 154); <i>Party Time</i> (p. 158)
<b>Speaking</b>	Use words or phrases to demonstrate understanding of mathematical concepts.	<i>Shapes</i> (wordless photo book) (p. 42); <i>Numbers</i> (p. 50); <i>Around Home</i> (p. 100); <i>The Toy Store</i> (p. 104); <i>At School</i> (p. 140); <i>Our Favorites</i> (p. 144); <i>Fun in the Sun</i> (p. 150); <i>Games Are Fun</i> (p. 154); <i>Party Time</i> (p. 158)
<b>Reading</b>	Classify pictures of real-life objects according to geometric shapes.	<i>Shapes</i> (wordless photo book) (p. 42); <i>Big and Little</i> (p. 54); <i>Around Home</i> (p. 100)
<b>Writing</b>	Depict understanding of mathematical concepts using icons, letters, or scribble writings.	<i>Numbers</i> (p. 50); <i>Around Home</i> (p. 100); <i>The Toy Store</i> (p. 104); <i>At School</i> (p. 140); <i>Our Favorites</i> (p. 144); <i>Fun in the Sun</i> (p. 150); <i>Games Are Fun</i> (p. 154); <i>Party Time</i> (p. 158)
<b>Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</b>		
<b>Listening</b>	Indicate an understanding of scientific words or concepts through nonverbal responses.	<i>Animal Homes</i> (p. 86); <i>Head and Shoulders</i> (p. 130)
<b>Speaking</b>	Use words or phrases to describe familiar objects in photographs or illustrations associated with scientific concepts with a partner.	<i>Animal Homes</i> (p. 86); <i>Head and Shoulders</i> (p. 130)
<b>Reading</b>	Match pictures to words or phrases.	<i>Animal Homes</i> (p. 86); <i>Head and Shoulders</i> (p. 130)
<b>Writing</b>	Copy words or phrases related to scientific concepts using letters or scribble writings.	<i>Animal Homes</i> (p. 86); <i>Head and Shoulders</i> (p. 130)

<b>Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</b>		
<b>Listening</b>	Indicate an understanding of social studies words or concepts through nonverbal responses.	<i>My Community</i> (p. 96); <i>Around Home</i> (p. 100); <i>All About Me</i> (p. 110); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big Family</i> (p. 126); <i>School</i> (p. 136); <i>At School</i> (p. 140)
<b>Speaking</b>	Brainstorm key words for social studies content.	<i>I Can</i> (p. 122)
<b>Reading</b>	Match pictures to words or phrases.	<i>My Community</i> (p. 96); <i>Around Home</i> (p. 100); <i>All About Me</i> (p. 110); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big Family</i> (p. 126); <i>School</i> (p. 136); <i>At School</i> (p. 140); <i>My B Words</i> (p. 60); <i>My M Words</i> (p. 64); <i>My T Words</i> (p. 68); <i>My Short A Words</i> (p. 72); <i>My Short E Words</i> (p. 76); <i>My Short I Words</i> (p. 80)
<b>Writing</b>	Draw personal responses to people, places, or objects using letters or scribble writings.	<i>My Community</i> (p. 96); <i>Around Home</i> (p. 100); <i>All About Me</i> (p. 110); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big Family</i> (p. 126); <i>School</i> (p. 136); <i>At School</i> (p. 140)

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<b>Standard 1: English language learners communicate in English for social and instructional purposes within the school setting.</b>		
<b>Domain</b>	<b>Level 2 (Entering)</b>	<b>Lessons in <i>Language Power Purple Level A</i></b>
<b>Listening</b>	Follow oral directions according to simple commands.	All Lessons
<b>Speaking</b>	Name everyday objects depicted visually in real-life contexts.	All Lessons
	Engage in simple classroom exchanges.	All Lessons
<b>Reading</b>	Match words to pictures in a variety of contexts.	All Lessons
<b>Writing</b>	Trace, copy, or produce words about self, using models or pictures.	All Lessons
<b>Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</b>		
<b>Listening</b>	Identify characters, places, or objects from visuals.	All Lessons
<b>Speaking</b>	Repeat new language related to story pictures or wordless picture books modeled by teachers.	All Lessons
<b>Reading</b>	Demonstrate awareness of unique sounds by pointing or through gestures.	<i>My B Words</i> (p. 60); <i>My M Words</i> (p. 64); <i>My T Words</i> (p. 68); <i>My Short A Words</i> (p. 72); <i>My Short E Words</i> (p. 76); <i>My Short I Words</i> (p. 80)
<b>Writing</b>	Copy words related to text.	All Lessons

<b>Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</b>		
<b>Listening</b>	Identify two- or three-dimensional shapes depicted in illustrations described orally.	<i>Shapes</i> (wordless photo book) (p. 42); <i>Around Home</i> (p. 100)
<b>Speaking</b>	Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements.	<i>Shapes</i> (wordless photo book) (p. 42); <i>Numbers</i> (p. 50); <i>Around Home</i> (p. 100); <i>The Toy Store</i> (p. 104); <i>At School</i> (p. 140); <i>Our Favorites</i> (p. 144); <i>Fun in the Sun</i> (p. 150); <i>Games Are Fun</i> (p. 154); <i>Party Time</i> (p. 158)
<b>Reading</b>	Use diagrams to guide use of nonstandard measurement with a partner.	<i>At School</i> (p. 140)
<b>Writing</b>	Produce pictures with numerals or reproduce words associated with quantities modeled by a teacher.	<i>Numbers</i> (p. 50); <i>The Toy Store</i> (p. 104); <i>Fun in the Sun</i> (p. 150); <i>Party Time</i> (p. 158)
<b>Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</b>		
<b>Listening</b>	Identify living organisms and their habitats using nonverbal responses.	<i>Animal Homes</i> (p. 86)
<b>Speaking</b>	Name an animal and its habitat.	<i>Animal Homes</i> (p. 86)
<b>Reading</b>	Identify living organisms from pictures.	<i>Animal Homes</i> (p. 86)
<b>Writing</b>	Label drawings related to scientific concepts.	<i>Animal Homes</i> (p. 86); <i>Head and Shoulders</i> (p. 130)



<b>Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</b>		
<b>Listening</b>	Identify common people and objects from home, school, and community.	<i>My Community</i> (p. 96); <i>Around Home</i> (p. 100); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>My Big Family</i> (p. 126); <i>School</i> (p. 136); <i>At School</i> (p. 140)
<b>Speaking</b>	Name family members in pictures or illustrated scenes.	<i>All About Me</i> (p. 110); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big Family</i> (p. 126)
<b>Reading</b>	Match words to pictures from social studies content.	<i>My Community</i> (p. 96); <i>Around Home</i> (p. 100); <i>All About Me</i> (p. 110); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big Family</i> (p. 126); <i>School</i> (p. 136); <i>At School</i> (p. 140)
<b>Writing</b>	Draw and label pictures of self, family, and community from models.	<i>My Community</i> (p. 96); <i>Around Home</i> (p. 100); <i>All About Me</i> (p. 110); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big Family</i> (p. 126); <i>School</i> (p. 136); <i>At School</i> (p. 140)

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<b>Listening</b>	Follow oral directions according to complex commands.	All Lessons
<b>Speaking</b>	Share opinions with a partner in L1 or L2.	All Lessons
	Engage in simple classroom exchanges.	All Lessons
<b>Reading</b>	Read simple words or phrases as modeled by a teacher.	All Lessons
<b>Writing</b>	Label drawings related to personal interests, opinions, and preferences.	All Lessons
<b>Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</b>		
<b>Listening</b>	Use gestures to demonstrate meaning of content vocabulary.	<i>Shapes</i> (p. 46); <i>Big and Little</i> (p. 54); <i>Animal Homes</i> (p. 86); <i>The Toy Store</i> (p. 104); <i>All About Me</i> (p. 110); <i>I Can</i> (p. 122); <i>Head and Shoulders</i> (p. 130); <i>At School</i> (p. 140); <i>Our Favorites</i> (p. 144); <i>Use Your Brain</i> (p. 162)
<b>Speaking</b>	Describe people or objects in texts.	All Lessons
<b>Reading</b>	Match voice to print by pointing to icons, letters, or illustrated words.	All Lessons
<b>Writing</b>	Describe settings or characters in text using sentence frames.	All Lessons

<b>Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</b>		
<b>Listening</b>	Identify math concepts from oral commands or questions modeled by a teacher.	<i>Around Home</i> (p. 100); <i>The Toy Store</i> (p. 104); <i>At School</i> (p. 140); <i>Our Favorites</i> (p. 144); <i>Fun in the Sun</i> (p. 150); <i>Games Are Fun</i> (p. 154); <i>Party Time</i> (p. 158)
<b>Speaking</b>	Give real-world examples of mathematical concepts.	<i>Shapes</i> (wordless photo book) (p. 42); <i>Numbers</i> (p. 50); <i>Around Home</i> (p. 100); <i>The Toy Store</i> (p. 104); <i>At School</i> (p. 140); <i>Our Favorites</i> (p. 144); <i>Fun in the Sun</i> (p. 150); <i>Games Are Fun</i> (p. 154); <i>Party Time</i> (p. 158)
<b>Reading</b>	Use labeled diagrams to guide use of nonstandard measurement with a partner.	<i>At School</i> (p. 140)
<b>Writing</b>	Distinguish mathematical words from other words using graphic or visual support and word banks.	<i>Around Home</i> (p. 100); <i>The Toy Store</i> (p. 104); <i>At School</i> (p. 140); <i>Our Favorites</i> (p. 144); <i>Fun in the Sun</i> (p. 150); <i>Games Are Fun</i> (p. 154); <i>Party Time</i> (p. 158)
<b>Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</b>		
<b>Listening</b>	Match living organisms and their habitats using nonverbal responses.	<i>Animal Homes</i> (p. 86)
<b>Speaking</b>	Describe an animal and its habitat.	<i>Animal Homes</i> (p. 86)
<b>Reading</b>	Sort living organisms using a graphic organizer.	<i>Animal Homes</i> (p. 86)
<b>Writing</b>	Identify living organisms and their habitats using general content vocabulary.	<i>Animal Homes</i> (p. 86)

<b>Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</b>		
<b>Listening</b>	Connect photographs of places or objects with content area words or phrases.	<i>My Community</i> (p. 96); <i>Around Home</i> (p. 100); <i>All About Me</i> (p. 110); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big Family</i> (p. 126); <i>School</i> (p. 136); <i>At School</i> (p. 140)
<b>Speaking</b>	State factual information about home and community.	<i>My Community</i> (p. 96); <i>Around Home</i> (p. 100); <i>All About Me</i> (p. 110); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big Family</i> (p. 126); <i>School</i> (p. 136); <i>At School</i> (p. 140)
<b>Reading</b>	Associate words or phrases related to social studies concepts.	<i>My Community</i> (p. 96); <i>Around Home</i> (p. 100); <i>All About Me</i> (p. 110); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big Family</i> (p. 126); <i>School</i> (p. 136); <i>At School</i> (p. 140)
<b>Writing</b>	Describe people and places from home and community.	<i>My Community</i> (p. 96); <i>Around Home</i> (p. 100); <i>All About Me</i> (p. 110); <i>Families</i> (p. 114); <i>This Is Me</i> (p. 118); <i>I Can</i> (p. 122); <i>My Big Family</i> (p. 126); <i>School</i> (p. 136); <i>At School</i> (p. 140)

*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](http://www.wida.us).*