Language Power Purple Level A
Correlation to TESOL Standards (for Grade K—Level 1)

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

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

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

Language Power Purple Level A
Correlation to TESOL Standards (for Grade K—Level 2)

Standard 1: English language learners **communicate** in English for **social, intercultural, and instructional** purposes within the school setting.		
Domain	Level 2	Lessons in *Language Power* Purple Level A
Listening	Use gestures in response to modeling by teacher in a whole group.	All Lessons
Speaking	Answer questions about familiar objects or persons.	All Lessons
	Engage in simple classroom exchanges.	All Lessons
Reading	Classify words by beginning sound.	*My B Words* (p. 60); *My M Words* (p. 64); *My T Words* (p. 68)
Writing	Reproduce initial letters associated with daily routines.	*All About Me* (p. 110)
Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **language arts**.		
Listening	Indicate classification of words read aloud by a teacher using a nonverbal response.	All Lessons
Speaking	Chant phrases or short sentences in rhymes using gestures from picture cues in a whole group.	*Baa, Baa, Black Sheep* (p. 90); *My Community* (p. 96); *Head and Shoulders* (p. 130); *Use Your Brain* (p. 162)
Reading	Classify pictures and icons with a partner.	All Lessons
Writing	Reproduce symbols or letters from models.	All Lessons

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

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

Language Power Purple Level A
Correlation to TESOL Standards (for Grades 1 and 2—Level 1)

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

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

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

Language Power Purple Level A
Correlation to TESOL Standards (for Grades 1 and 2—Level 2)

Standard 1: English language learners **communicate** in English for **social, intercultural, and instructional** purposes within the school setting.		
Domain	**Level 2**	**Lessons in *Language Power* Purple Level A**
Listening	Follow oral directions according to complex commands.	All Lessons
Speaking	Share opinions with a partner in L1 or L2.	All Lessons
	Engage in simple classroom exchanges.	All Lessons
Reading	Read simple words or phrases as modeled by a teacher.	All Lessons
Writing	Label drawings related to personal interests, opinions, and preferences.	All Lessons
Standard 2: English language learners **communicate** information, ideas, and concepts necessary for academic success in the area of **language arts**.		
Listening	Use gestures to demonstrate meaning of content vocabulary.	*Shapes* (p. 46); *Big and Little* (p. 54); *Animal Homes* (p. 86); *The Toy Store* (p. 104); *All About Me* (p. 110); *I Can* (p. 122); *Head and Shoulders* (p. 130); *At School* (p. 140); *Our Favorites* (p. 144); *Use Your Brain* (p. 162)
Speaking	Describe people or objects in texts.	All Lessons
Reading	Match voice to print by pointing to icons, letters, or illustrated words.	All Lessons
Writing	Describe settings or characters in text using sentence frames.	All Lessons

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

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