

Language Power Blue Level C
Correlation to WIDA ELPS (for Grades 6–8—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</i> Blue Level C
Listening	Evaluate and select needed resources for tasks or projects based on oral discourse.	All Lessons
Speaking	Offer specific information about self or opinions.	All Lessons
Reading	Evaluate validity of information in grade-level text based on personal experiences.	All Lessons
Writing	Produce a variety of writing forms using register appropriate to audience.	All Lessons
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .		
Listening	Apply learning strategies described orally to new situations.	All Lessons
Speaking	Defend and justify stances or points of view in human interest stories from various sources.	<i>Eco-Predictions</i> (p. 82)
Reading	Compare and contrast events, people, or objects in texts.	<i>Pioneering Ecologists</i> (p. 74); <i>Inside Ecosystems and Biomes</i> (p. 86); <i>Abraham Lincoln</i> (p. 106); <i>Olympic Technology</i> (p. 128); <i>Astronomers Through Time</i> (p. 142); <i>From Hubble to Hubble: Astronomers and Outer Space</i> (p. 146); <i>The Wonder of Outer Space</i> (p. 150); <i>Night Skies</i> (p. 154); <i>The Local Group of Galaxies</i> (p. 158)
Writing	Produce grade-level responses to text.	All Lessons

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics .		
Listening	Apply general and specific language associated with grade-level mathematical concepts.	<i>Sea Creatures</i> (p. 42); <i>Land Animals</i> (p. 46); <i>How Do They Make That?</i> (p. 64); <i>Package Design</i> (p. 68); <i>Life in the Ocean Layers</i> (p. 78); <i>Eco-Predictions</i> (p. 82); <i>My Store in the Mall</i> (p. 96); <i>Towns and Cities</i> (p. 110); <i>Hosting the Olympic Summer Games</i> (p. 124); <i>Olympic Technology</i> (p. 128); <i>The Winning Angle</i> (p. 132); <i>Ichiro Suzuki</i> (p. 136); <i>Night Skies</i> (p. 154)
Speaking	Explain information that demonstrates understanding of mathematical concepts using specific or technical vocabulary.	<i>Sea Creatures</i> (p. 42); <i>Land Animals</i> (p. 46); <i>How Do They Make That?</i> (p. 64); <i>Package Design</i> (p. 68); <i>Life in the Ocean Layers</i> (p. 78); <i>Eco-Predictions</i> (p. 82); <i>My Store in the Mall</i> (p. 96); <i>Towns and Cities</i> (p. 110); <i>Hosting the Olympic Summer Games</i> (p. 124); <i>Olympic Technology</i> (p. 128); <i>The Winning Angle</i> (p. 132); <i>Ichiro Suzuki</i> (p. 136); <i>Night Skies</i> (p. 154)
Reading	Interpret various representations of numbers in real-life problems involving percent or decimals from a text.	<i>How Do They Make That?</i> (p. 64); <i>My Store in the Mall</i> (p. 96)
Writing	Use grade-level writing to communicate understanding of mathematical concepts.	<i>Sea Creatures</i> (p. 42); <i>Land Animals</i> (p. 46); <i>How Do They Make That?</i> (p. 64); <i>Package Design</i> (p. 68); <i>Life in the Ocean Layers</i> (p. 78); <i>Eco-Predictions</i> (p. 82); <i>My Store in the Mall</i> (p. 96); <i>Towns and Cities</i> (p. 110); <i>Hosting the Olympic Summer Games</i> (p. 124); <i>Olympic Technology</i> (p. 128); <i>The Winning Angle</i> (p. 132); <i>Ichiro Suzuki</i> (p. 136); <i>Night Skies</i> (p. 154)

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science .		
Listening	Apply general and specific language associated with grade-level scientific concepts.	<i>Jane Goodall: Animal Scientist and Friend</i> (p. 34); <i>The World of Animals</i> (p. 38); <i>Sea Creatures</i> (p. 42); <i>Land Animals</i> (p. 46); <i>All About Mechanical Engineering</i> (p. 60); <i>How Do They Make That?</i> (p. 64); <i>Pioneering Ecologists</i> (p. 74); <i>Life in the Ocean Layers</i> (p. 78); <i>Eco-Predictions</i> (p. 82); <i>Inside Ecosystems and Biomes</i> (p. 86); <i>Olympic Technology</i> (p. 128); <i>Astronomers Through Time</i> (p. 142); <i>From Hubble to Hubble: Astronomers and Outer Space</i> (p. 146); <i>The Wonder of Outer Space</i> (p. 150); <i>Night Skies</i> (p. 154); <i>The Local Group of Galaxies</i> (p. 158)
Speaking	Discuss and explain impact of human interaction with ecosystems and biomes using technical vocabulary.	<i>Jane Goodall: Animal Scientist and Friend</i> (p. 34); <i>Pioneering Ecologists</i> (p. 74); <i>Eco-Predictions</i> (p. 82)
Reading	Interpret impact of human interaction with ecosystems and biomes from grade-level text.	<i>Jane Goodall: Animal Scientist and Friend</i> (p. 34); <i>Pioneering Ecologists</i> (p. 74); <i>Eco-Predictions</i> (p. 82)
Writing	Write sentences and cohesive short responses related to scientific concepts.	<i>Jane Goodall: Animal Scientist and Friend</i> (p. 34); <i>The World of Animals</i> (p. 38); <i>Sea Creatures</i> (p. 42); <i>Land Animals</i> (p. 46); <i>All About Mechanical Engineering</i> (p. 60); <i>How Do They Make That?</i> (p. 64); <i>Pioneering Ecologists</i> (p. 74); <i>Life in the Ocean Layers</i> (p. 78); <i>Eco-Predictions</i> (p. 82); <i>Inside Ecosystems and Biomes</i> (p. 86); <i>Olympic Technology</i> (p. 128); <i>Astronomers Through Time</i> (p. 142); <i>From Hubble to Hubble: Astronomers and Outer Space</i> (p. 146); <i>The Wonder of Outer Space</i> (p. 150); <i>Night Skies</i> (p. 154); <i>The Local Group of Galaxies</i> (p. 158)

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies .		
Listening	Draw conclusions from information about historical events, figures, and leaders from oral discourse supported graphically or visually.	<i>Jane Goodall: Animal Scientist and Friend</i> (p. 34); <i>Pioneering Ecologists</i> (p. 74); <i>The Newsies Strike</i> (p. 92); <i>Treasure Ship Delivers Gold</i> (p. 100); <i>Abraham Lincoln</i> (p. 106); <i>The Constitution and the Bill of Rights</i> (p. 114); <i>Benjamin Franklin</i> (p. 118); <i>Astronomers Through Time</i> (p. 142)
Speaking	Discuss major events and people's actions in U.S. history.	<i>Jane Goodall: Animal Scientist and Friend</i> (p. 34); <i>Pioneering Ecologists</i> (p. 74); <i>The Newsies Strike</i> (p. 92); <i>Treasure Ship Delivers Gold</i> (p. 100); <i>Abraham Lincoln</i> (p. 106); <i>The Constitution and the Bill of Rights</i> (p. 114); <i>Benjamin Franklin</i> (p. 118); <i>Hosting the Olympic Summer Games</i> (p. 124)
Reading	Apply information about historical events, figures, and leaders.	<i>Jane Goodall: Animal Scientist and Friend</i> (p. 34); <i>Pioneering Ecologists</i> (p. 74); <i>Treasure Ship Delivers Gold</i> (p. 100); <i>Abraham Lincoln</i> (p. 106); <i>The Constitution and the Bill of Rights</i> (p. 114); <i>Benjamin Franklin</i> (p. 118); <i>Astronomers Through Time</i> (p. 142)
Writing	Write sentences and cohesive short responses related to social studies concepts.	<i>Jane Goodall: Animal Scientist and Friend</i> (p. 34); <i>Pioneering Ecologists</i> (p. 74); <i>The Newsies Strike</i> (p. 92); <i>Treasure Ship Delivers Gold</i> (p. 100); <i>Abraham Lincoln</i> (p. 106); <i>The Constitution and the Bill of Rights</i> (p. 114); <i>Benjamin Franklin</i> (p. 118); <i>Hosting the Olympic Summer Games</i> (p. 124); <i>Astronomers Through Time</i> (p. 142)

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.