

**Language Power** Purple Level B  
Correlation to TESOL Standards (for Grade K—Level 3)

<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 3</b>	<b>Lessons in <i>Language Power</i> Purple Level B</b>
<b>Listening</b>	Respond to stories using gestures or movement modeled by a teacher in a whole group.	<i>Dad Wants a Nap</i> (p. 34); <i>A Big Job</i> (p. 42); <i>A Frog's Life</i> (p. 56); <i>A Butterfly's Life</i> (p. 64); <i>Animal Mothers and Babies</i> (p. 72); <i>Lungs</i> (p. 100); <i>Muscles</i> (p. 104); <i>Recess Time</i> (p. 118); <i>Make a Chinese New Year Dragon</i> (p. 156); <i>Ready to Build</i> (p. 164)
<b>Speaking</b>	Engage in simple classroom exchanges.	All Lessons
<b>Reading</b>	Match words to pictures in a variety of contexts.	All Lessons
<b>Writing</b>	Label pictures from illustrated models using words with invented spellings.	All Lessons
<b>Standard 2:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>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:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>mathematics</b> .		
<b>Listening</b>	Determine size of real-life objects using nonstandard measurement tools with a partner as modeled orally.	<i>After School</i> (p. 114); <i>Night at the Community Center</i> (p. 132)
<b>Speaking</b>	Compare the size of two objects in pictures using phrases.	<i>How Big Is Kip?</i> (p. 50); <i>After School</i> (p. 114)
<b>Reading</b>	Use labeled diagrams to guide use of nonstandard measurement with a partner.	<i>After School</i> (p. 114)
<b>Writing</b>	Depict understanding of mathematical concepts using words, phrases, or sentences with invented spellings.	<i>How Big Is Kip?</i> (p. 50); <i>Main Street Animal Shelter</i> (p. 68); <i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82); <i>After School</i> (p. 114); <i>Celebrate 100 Days</i> (p. 124); <i>Let's Play!</i> (p. 128); <i>Night at the Community Center</i> (p. 132); <i>Crafty Kids</i> (p. 148)

<b>Standard 4:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>science</b> .		
<b>Listening</b>	Identify stages of development in pictures of organisms in the environment following oral models as examples of exchange.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64);
<b>Speaking</b>	Describe everyday activities that involve senses with a partner in L1 or L2.	<i>Senses</i> (p. 96)
<b>Reading</b>	Match pictures to words or phrases.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Animal Mothers and Babies</i> (p. 72); <i>Senses</i> (p. 96); <i>Lungs</i> (p. 100); <i>Delicious and Nutritious</i> (p. 108); <i>Water</i> (p. 142)
<b>Writing</b>	Write words or phrases related to scientific concepts using inventive spellings.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Animal Mothers and Babies</i> (p. 72); <i>Senses</i> (p. 96); <i>Lungs</i> (p. 100); <i>Muscles</i> (p. 104); <i>Delicious and Nutritious</i> (p. 108); <i>Land</i> (p. 138); <i>Water</i> (p. 142)

<b>Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the area of social studies.</b>		
<b>Listening</b>	Match pictures to words or phrases from oral directions.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make a Chinese New Year Dragon</i> (p. 156)
<b>Speaking</b>	Brainstorm key words for social studies content.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make Papel Picado</i> (p. 152); <i>Make a Chinese New Year Dragon</i> (p. 156)
<b>Reading</b>	Match pictures to words or phrases.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make a Chinese New Year Dragon</i> (p. 156)
<b>Writing</b>	Label people, places or objects in a community from pictures and models using words with invented spellings.	<i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make a Chinese New Year Dragon</i> (p. 156)

**Language Power** Purple Level B  
Correlation to TESOL Standards (for Grade K—Level 4)

<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 4</b>	<b>Lessons in <i>Language Power</i> Purple Level B</b>
<b>Listening</b>	Follow oral directions according to complex commands.	All Lessons
<b>Speaking</b>	Engage in simple classroom exchanges.	All Lessons
<b>Reading</b>	Read 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:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>language arts</b> .		
<b>Listening</b>	Identify text features with a partner according to oral directions.	<i>Lungs</i> (p. 100)
<b>Speaking</b>	Complete short rhymes using gestures from picture cues in whole or small groups.	<i>Delicious and Nutritious</i> (p. 108); <i>Ready to Build</i> (p. 164)
<b>Reading</b>	Identify elements of print represented in illustrated forms.	All Lessons
<b>Writing</b>	Write simple words related to text.	All Lessons

<b>Standard 3:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>mathematics</b> .		
<b>Listening</b>	Identify patterns from pictures explained with oral directions.	<i>Recess Time</i> (p. 118)
<b>Speaking</b>	Make statements about size from pictures of illustrated scenes.	<i>How Big Is Kip?</i> (p. 50); <i>After School</i> (p. 114)
<b>Reading</b>	Match words to pictures from mathematical content.	<i>Main Street Animal Shelter</i> (p. 68); <i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82); <i>After School</i> (p. 114); <i>Recess Time</i> (p. 118); <i>Celebrate 100 Days</i> (p. 124); <i>Let's Play!</i> (p. 128); <i>Night at the Community Center</i> (p. 132); <i>Crafty Kids</i> (p. 148)
<b>Writing</b>	Complete sentence frames related to mathematical concepts.	<i>Main Street Animal Shelter</i> (p. 68); <i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82); <i>After School</i> (p. 114); <i>Recess Time</i> (p. 118); <i>Celebrate 100 Days</i> (p. 124); <i>Let's Play!</i> (p. 128); <i>Night at the Community Center</i> (p. 132); <i>Crafty Kids</i> (p. 148)

<b>Standard 4:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>science</b> .		
<b>Listening</b>	Sort stages of development in pictures of organisms in the environment following oral models as examples of exchange.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64)
<b>Speaking</b>	Explain why senses are useful or important to a partner in L1 or L2.	<i>Senses</i> (p. 96)
<b>Reading</b>	Find animal words in books and classrooms with or without a partner.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Main Street Animal Shelter</i> (p. 68); <i>Animal Mothers and Babies</i> (p. 72)
<b>Writing</b>	Reproduce words or phrases related to science with invented spellings in L1 or L2 found in books or experiments.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Main Street Animal Shelter</i> (p. 68); <i>Animal Mothers and Babies</i> (p. 72); <i>Senses</i> (p. 96); <i>Lungs</i> (p. 100); <i>Muscles</i> (p. 104); <i>Delicious and Nutritious</i> (p. 108); <i>Land</i> (p. 138); <i>Water</i> (p. 142)
<b>Standard 5:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>social studies</b> .		
<b>Listening</b>	Identify symbols of people or places within illustrated scenes based on oral directions.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86)
<b>Speaking</b>	Describe, with details, people, places, or characters in books.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make a Chinese New Year Dragon</i> (p. 156)
<b>Reading</b>	Sort pictures of people and places.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make a Chinese New Year Dragon</i> (p. 156)
<b>Writing</b>	Make lists of people, places, or objects from pictures and models using words or phrases with invented spellings.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make a Chinese New Year Dragon</i> (p. 156)

**Language Power** Purple Level B  
Correlation to TESOL Standards (for Grades 1 and 2—Level 3)

<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 3</b>	<b>Lessons in <i>Language Power</i> Purple Level B</b>
<b>Listening</b>	Follow oral directions by comparing them with visual cues, nonverbal cues, or modeling.	All Lessons
<b>Speaking</b>	Paraphrase ideas with a partner.	All Lessons
<b>Reading</b>	Read simple words or phrases.	All Lessons
<b>Writing</b>	Produce phrases or sentences about personal experiences involving feelings and emotions.	All Lessons
<b>Standard 2:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>language arts</b> .		
<b>Listening</b>	Compare/Contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in nonfiction books in small groups.	<i>The Snack Shop</i> (p. 82); <i>Places to Go</i> (p. 90); <i>Land</i> (p. 138); <i>Water</i> (p. 142)
<b>Speaking</b>	Predict ideas in storylines based on title and illustrated covers of texts and share with a partner.	<i>Dad Wants a Nap</i> (p. 34); <i>Get to Bed, Ren!</i> (p. 38); <i>A Big Job</i> (p. 42); <i>Gus in the Tub</i> (p. 46); <i>How Big Is Kip?</i> (p. 50)
<b>Reading</b>	Cross-check pictures with phonics clues with a partner.	<i>Dad Wants a Nap</i> (p. 34); <i>Get to Bed, Ren!</i> (p. 38); <i>A Big Job</i> (p. 42); <i>Gus in the Tub</i> (p. 46); <i>How Big Is Kip?</i> (p. 50)
<b>Writing</b>	Compare/Contrast two characters, settings, or events using graphic organizers with a partner.	<i>Dad Wants a Nap</i> (p. 34); <i>Animal Mothers and Babies</i> (p. 72); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Celebrate 100 Days</i> (p. 124); <i>Night at the Community Center</i> (p. 132); <i>Land</i> (p. 138); <i>Water</i> (p. 142)



<b>Standard 3:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>mathematics</b> .		
<b>Listening</b>	Locate information on graphs based on oral statements or questions.	<i>Main Street Animal Shelter</i> (p. 68)
<b>Speaking</b>	Exchange examples of how or when to use numbers with a partner.	<i>Main Street Animal Shelter</i> (p. 68); <i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82); <i>After School</i> (p. 114); <i>Celebrate 100 Days</i> (p. 124); <i>Let's Play!</i> (p. 128); <i>Night at the Community Center</i> (p. 132)
<b>Reading</b>	Identify language associated with basic operations in illustrated phrases or sentences.	<i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82); <i>Let's Play!</i> (p. 128)
<b>Writing</b>	Provide examples of quantities in context using phrases or short sentences.	<i>Main Street Animal Shelter</i> (p. 68); <i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82); <i>After School</i> (p. 114); <i>Celebrate 100 Days</i> (p. 124); <i>Let's Play!</i> (p. 128); <i>Night at the Community Center</i> (p. 132)
<b>Standard 4:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>science</b> .		
<b>Listening</b>	Compare landforms or bodies of water based on oral statements by pointing to pictures.	<i>Land</i> (p. 138); <i>Water</i> (p. 142)
<b>Speaking</b>	Describe an animal's life cycle using phrases or short sentences.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64)
<b>Reading</b>	Identify illustrated phrases associated with scientific concepts.	<i>A Frog's Life</i> (p. 65); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Animal Mothers and Babies</i> (p. 72); <i>Senses</i> (p. 96); <i>Lungs</i> (p. 100); <i>Muscles</i> (p. 104); <i>Delicious and Nutritious</i> (p. 108); <i>Land</i> (p. 138); <i>Water</i> (p. 142)
<b>Writing</b>	Distinguish between landforms and bodies of water from pictures in L1 or L2.	<i>Land</i> (p. 138); <i>Water</i> (p. 142)

<b>Standard 5:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>social studies</b> .		
<b>Listening</b>	Classify or group landforms or bodies of water by common characteristics described orally with visuals.	<i>Places to Go</i> (p. 90); <i>Land</i> (p. 138); <i>Water</i> (p. 142)
<b>Speaking</b>	Describe encounters or interactions with community workers in illustrated scenes.	<i>Workers</i> (p. 86)
<b>Reading</b>	Match simple sentences about familiar experiences with illustrations or photos.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make Papel Picado</i> (p. 152); <i>Make a Chinese New Year Dragon</i> (p. 156)
<b>Writing</b>	Describe people and places from home and community using phrases or short sentences.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132);

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<b>Domain</b>	<b>Level 4</b>	<b>Lessons in <i>Language Power</i> Purple Level B</b>
<b>Listening</b>	Follow oral directions without visual or nonverbal support and check with a peer.	All Lessons
<b>Speaking</b>	State likes, dislikes, or needs with a partner in L1 or L2.	<i>Main Street Animal Shelter</i> (p. 68); <i>Animal Mothers and Babies</i> (p. 72); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Senses</i> (p. 96); <i>Lungs</i> (p. 100); <i>Muscles</i> (p. 104); <i>Delicious and Nutritious</i> (p. 108); <i>Let's Play!</i> (p. 128); <i>Night at the Community Center</i> (p. 132); <i>Ready to Build</i> (p. 164)
<b>Reading</b>	Read phrases or short sentences as modeled by a teacher.	All Lessons
<b>Writing</b>	Produce personal responses using models or pictures.	All Lessons

<b>Standard 2:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>language arts</b> .		
<b>Listening</b>	Categorize illustrated features of places or objects using graphic organizers and sentences in nonfiction books in small groups.	<i>How Big Is Kip?</i> (p. 50); <i>The Snack Shop</i> (p. 82); <i>Places to Go</i> (p. 90); <i>Recess Time</i> (p. 118); <i>Land</i> (p. 138); <i>Water</i> (p. 142)
<b>Speaking</b>	Use phonics clues to sound out illustrated words in context.	<i>Dad Wants a Nap</i> (p. 34); <i>Get to Bed, Ren!</i> (p. 38); <i>A Big Job</i> (p. 42); <i>Gus in the Tub</i> (p. 46); <i>How Big Is Kip?</i> (p. 50)
<b>Reading</b>	Sequence a series of sentences to related pictures.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Crafty Kids</i> (p. 148); <i>Make Papel Picado</i> (p. 152); <i>Make a Chinese New Year Dragon</i> (p. 156); <i>Make a Gingerbread Man</i> (p. 160); <i>Ready to Build</i> (p. 164)
<b>Writing</b>	Use rhyming words in phrases or short sentences from illustrated charts or displays with a partner.	<i>Delicious and Nutritious</i> (p. 108); <i>Ready to Build</i> (p. 164)
<b>Standard 3:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>mathematics</b> .		
<b>Listening</b>	Display comparative data on graphs according to oral commands and check with a partner.	<i>Main Street Animal Shelter</i> (p. 68)
<b>Speaking</b>	Use words or phrases to describe basic operations from picture and oral descriptions.	<i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82);
<b>Reading</b>	Identify patterns in illustrations.	<i>Recess Time</i> (p. 118); <i>Crafty Kids</i> (p. 148)
<b>Writing</b>	Describe uses of quantities in everyday math with illustrated examples using sentences.	<i>Main Street Animal Shelter</i> (p. 68); <i>At the Playground</i> (p. 78); <i>The Snack Shop</i> (p. 82); <i>After School</i> (p. 114); <i>Celebrate 100 Days</i> (p. 124); <i>Let's Play!</i> (p. 128); <i>Night at the Community Center</i> (p. 132)

<b>Standard 4:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>science</b> .		
<b>Listening</b>	Connect photographs of animals or places with science words or phrases.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Animal Mothers and Babies</i> (p. 72); <i>Land</i> (p. 138); <i>Water</i> (p. 142)
<b>Speaking</b>	State factual information about animals.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Animal Mothers and Babies</i> (p. 72)
<b>Reading</b>	Match words or phrases related to illustrations of science concepts.	<i>A Frog's Life</i> (p. 56); <i>A Bee's Life</i> (p. 60); <i>A Butterfly's Life</i> (p. 64); <i>Animal Mothers and Babies</i> (p. 72); <i>Senses</i> (p. 96); <i>Lungs</i> (p. 100); <i>Muscles</i> (p. 104); <i>Delicious and Nutritious</i> (p. 108); <i>Land</i> (p. 138); <i>Water</i> (p. 142)
<b>Writing</b>	Identify landforms or bodies of water using general content vocabulary.	<i>Land</i> (p. 138); <i>Water</i> (p. 142)
<b>Standard 5:</b> English language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the area of <b>social studies</b> .		
<b>Listening</b>	Connect photographs of people, places, or objects with social studies words or phrases.	<i>Workers</i> (p. 86); <i>Place to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make Papel Picado</i> (p. 152); <i>Make a Chinese New Year Dragon</i> (p. 156)
<b>Speaking</b>	Explain importance or contributions of community workers in illustrated scenes.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86)
<b>Reading</b>	Match words or phrases to illustrations related to social studies concepts.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make Papel Picado</i> (p. 152); <i>Make a Chinese New Year Dragon</i> (p. 156)
<b>Writing</b>	Identify social studies concepts using general content vocabulary.	<i>Main Street Animal Shelter</i> (p. 68); <i>Workers</i> (p. 86); <i>Places to Go</i> (p. 90); <i>Night at the Community Center</i> (p. 132); <i>Make Papel Picado</i> (p. 152); <i>Make a Chinese New Year Dragon</i> (p. 156)

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