

# ALIGNMENT

## 2007 WIDA ENGLISH-LANGUAGE PROFICIENCY STANDARDS FOR ENGLISH LANGUAGE LEARNERS, GRADES 6-8

AND

## THE *CHAMPION OF IDEAS* – RED, BLUE & YELLOW LEVELS



*Champion of IDEAS* is a comprehensive and systematic  
English language development program designed for grades 6-12.



Subject Area: Grades 6-8

Textbook Title: Champion of IDEAS, Red, Blue & Yellow Levels

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The Georgia Performance Standards for grades K-12 Foreign Language, K-12 ESOL, and 9-12 ELA may be accessed on-line at: <http://www.georgiastandards.org/>.

NOTE: Most of the standards below are introduced and then reinforced throughout the program. This alignment includes examples of where each standard is addressed, but it does not reference every activity that addresses a given standard. Further, while this alignment references only pages in the *Teacher's Guide* (unless otherwise indicated), certain standards are addressed via other *Champion* components (e.g., activity sheets) that are referenced in the *Teacher's Guide*.

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate locations.)
<b>ELP Standard 1: Social and Instructional Language, Formative Framework</b>		
<b>LISTENING Character development</b>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Point out school behavior from gestures or illustrations and oral statements with a partner (e.g., in class, on the playground, in gym class, on the bus)</p>	Red Level: 28, 31, 38
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Identify examples of school etiquette based on gestures or illustrations and oral descriptions with a partner (e.g., turn-taking)</p>	Red Level: 40, 46, 77
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Interact in social and cultural school situations to depict character development based on oral descriptions in small groups (e.g., in the lunchroom)</p>	Blue Level: 43, 51, 70
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Role play school situations involving character development based on oral descriptions in small groups (e.g., succumbing to peer pressure)</p>	Blue Level: 44, 115 Yellow Level: Ch. 28, Les. 1, Extend
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Interpret oral scenarios or readings on character development through role play or dramatization</p>	Blue Level: 44, 115 Yellow Level: Ch. 28, Les. 1, Extend

<b>SPEAKING</b> Social interaction	<b>Level 1</b> <b>Entering</b> Respond to and offer greetings, compliments, introductions or farewells with teachers or peers in L1 and L2	Red Level: 28, 58, 86, 132
	<b>Level 2</b> <b>Beginning</b> Ask questions or exchange information with teachers or peers in L1 and L2	Red Level: 54, 58, 298, 308 <i>This standard is addressed throughout the program.</i>
	<b>Level 3</b> <b>Developing</b> Initiate or engage in conversation with peers or in small groups	Blue Level: 32, 44, 51 <i>This standard is addressed throughout the program.</i>
	<b>Level 4</b> <b>Expanding</b> Initiate, respond to or clarify meaning of idiomatic expressions, slang or nuances in conversation with peers	Blue Level: 44, 82
	<b>Level 5</b> <b>Bridging</b> Express or respond to humor or sarcasm in conversation	Blue Level: 44 Yellow Level: Ch. 30, Les. 1, Connect #10
<b>READING</b> Use of multiple resources	<b>Level 1</b> <b>Entering</b> Search for topics on websites, in libraries or other sources with a partner from a list	Red Level: 62, 109, 123, 251
	<b>Level 2</b> <b>Beginning</b> Classify topics identified on websites or other sources (e.g., class generated list) with a partner	Red Level: 109, 116, 123, 319
	<b>Level 3</b> <b>Developing</b> Sort information on topics of choice gathered from multiple sources with a partner	Blue Level: 90, 116, 128
	<b>Level 4</b> <b>Expanding</b> Arrange information on topics of choice gathered from multiple sources in logical order with a partner	Blue Level: 90, 116 Yellow Level: Ch. 26, Les. 1, Extend Ch. 26, Les. 2, Extend
	<b>Level 5</b> <b>Bridging</b> Confirm or rearrange information after re/reading of topics of choice gathered from multiple sources	Yellow Level: Ch. 26, Les. 1, Extend Ch. 26, Les. 2, Extend

<b>WRITING</b> Use of register	<b>Level 1</b> <b>Entering</b> Respond to requests or invitations supported visually using words and polite phrases	Red Level: 32, 33, 109, 115
	<b>Level 2</b> <b>Beginning</b> Respond to or initiate correspondence (e.g., e-mail, messages, postcards or notes) to friends or siblings using informal register	Red Level: 128, 141, 144, 305
	<b>Level 3</b> <b>Developing</b> Respond to or generate text (e.g., suggestions, announcements, journal entries, complaints, apologies or thank yous) within the school context using semiformal register	Red Level: 91, 239 Blue Level: 32, 36, 40, 44 Yellow Level: Ch. 28, Les. 1, Extend #2
	<b>Level 4</b> <b>Expanding</b> Respond to teachers (e.g., feedback from journals) or complete assignments using formal register	Blue Level: 32, 60, 61  Yellow Level: Ch. 26, Les. 1, Extend
	<b>Level 5</b> <b>Bridging</b> Produce a variety of writing forms using register appropriate to audience	Blue Level: 40  Yellow Level: Ch. 26, Les. 1, Extend Ch. 28, Les. 1, Extend
<b>LISTENING</b> Resources & supplies	<b>Level 1</b> <b>Entering</b> Identify needed resources or supplies for activities from pictures and oral statements (e.g., “pencils,” “paper,” “computers”)	Red Level: 30, 32, 38, 39 <i>This standard is addressed implicitly throughout the program.</i>
	<b>Level 2</b> <b>Beginning</b> Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)	Red Level: 323, 368, 376 <i>This standard is addressed implicitly throughout the program.</i>
	<b>Level 3</b> <b>Developing</b> Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Red Level: 376 Blue Level: 56 <i>This standard is addressed implicitly throughout the program.</i>
	<b>Level 4</b> <b>Expanding</b> Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Blue Level: 56 <i>This standard is addressed implicitly throughout the program.</i>

	<p><b>Level 5 Bridging</b></p> <p>Evaluate and select needed resources for tasks or projects based on oral discourse</p>	<p>Yellow Level: Ch. 26, Les. 1, Extend <i>This standard is addressed implicitly throughout the program.</i></p>
<b>SPEAKING Instructions/ Assignments</b>	<p><b>Level 1 Entering</b></p> <p>Respond to WH-questions or commands based on oral instructions or visually supported assignments</p>	<p>Red Level: 39, 45, 60, 61, 301, 338, 452, 453 <i>This standard is addressed throughout the program.</i></p>
	<p><b>Level 2 Beginning</b></p> <p>Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)</p>	<p>Red Level: 132, 134, 161, 312, 334 <i>This standard is addressed throughout the program.</i></p>
	<p><b>Level 3 Developing</b></p> <p>Recount steps for following oral instructions or visually supported assignments (e.g., through think-alouds)</p>	<p>Red Level: 403, 443 Blue Level: 287</p>
	<p><b>Level 4 Expanding</b></p> <p>Summarize oral instructions or visually supported assignments</p>	<p><i>This standard is addressed throughout the program.</i></p>
	<p><b>Level 5 Bridging</b></p> <p>Explain, with details, reasons for instructions or assignments appropriate for grade level</p>	<p><i>This standard is addressed implicitly throughout the program.</i></p>
<b>READING Use of information</b>	<p><b>Level 1 Entering</b></p> <p>Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)</p>	<p>Red Level: 96-97, 105, 122-123, 161</p>
	<p><b>Level 2 Beginning</b></p> <p>Identify sentence-level information on socially related topics from illustrated text (e.g., in advertisements or instructions)</p>	<p>Red Level: 165, 298, 301, 304, 319</p>
	<p><b>Level 3 Developing</b></p> <p>Summarize information on socially-related topics from illustrated paragraphs</p>	<p>Blue Level: 90, 115, 116</p>
	<p><b>Level 4 Expanding</b></p> <p>Interpret information on socially-related topics from illustrated text (e.g., directions for board or video games)</p>	<p>Blue Level: 513, 515-516</p>

	<p><b>Level 5 Bridging</b> Infer information on socially-related topics from text</p>	Yellow Level: Ch. 25, Les. 1, Connect #2 (act. 1) and #6; Ch. 25, Les. 2, Extend #2; Ch. 28, Les. 1, Extend #2
<b>WRITING School life</b>	<p><b>Level 1 Entering</b> Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)</p>	Red Level: 105-106, 177, 321
	<p><b>Level 2 Beginning</b> Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)</p>	Red Level: 45, 166, 304 Blue Level: 61
	<p><b>Level 3 Developing</b> Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)</p>	Blue Level: 61, 115, 116
	<p><b>Level 4 Expanding</b> Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers</p>	Blue Level: 115, 116
	<p><b>Level 5 Bridging</b> Propose changes to school life and give reasons for choices (e.g., policies or procedures)</p>	Blue Level: 115, 116
<b>ELP Standard 2: The Language of Language Arts, Formative Framework</b>	<p><b>Level 1 Entering</b> Identify illustrated rhyming words in recited excerpts of poems and check with a partner</p>	Red Level: 99, 132, 171, 237
<b>LISTENING Example Genre Poetry/Free verse</b>	<p><b>Level 2 Beginning</b> Classify illustrations descriptive of recited excerpts as poetry or free verse and check with a partner</p>	Red Level: 344, 347, 348, 414
	<p><b>Level 3 Developing</b> Match main ideas in recited short poems or free verse with illustrations and check with a partner</p>	
	<p><b>Level 4 Expanding</b> Interpret main ideas or details in recited poems or free verse with illustrations and check with a partner</p>	Yellow Level: Ch. 26, Les. 2, Connect #9

	<p><b>Level 5 Bridging</b></p> <p>Make inferences from main ideas and details of recited grade-level poetry or free verse</p>	Yellow Level: Ch. 26, Les. 2, Connect #9
<p><b>LISTENING</b> Example Topic Test-taking strategies/ Comprehension strategies</p>	<p><b>Level 1 Entering</b></p> <p>Match oral commands with learning strategies represented visually and compare with a partner (e.g., “Fill in bubbles on answer sheets.”)</p>	<p>Red Level: 53, 81, 187</p> <p><i>This standard is addressed throughout the program.</i></p>
	<p><b>Level 2 Beginning</b></p> <p>Follow oral directions associated with learning strategies represented visually and compare with a partner</p>	<p>Red Level: 45-46, 53, 81, 82, 312</p> <p>Red Reader: 8-11</p> <p><i>Learning strategies are taught and developed throughout the program.</i></p>
	<p><b>Level 3 Developing</b></p> <p>Use learning strategies according to oral directions and compare with a partner (e.g., “Answer easy questions first on tests.”)</p>	<p>Blue Level: 84, 121, 123</p> <p><i>Learning strategies are taught and developed throughout the program.</i></p>
	<p><b>Level 4 Expanding</b></p> <p>Practice using learning strategies described orally in a variety of familiar situations and verify with a partner</p>	Yellow Level: Ch. 25, Les. 2, Connect #6; Ch. 29, Les. 1, Warm-Up #3 (and all subsequent lessons from this point)
	<p><b>Level 5 Bridging</b></p> <p>Apply learning strategies described orally to new situations</p>	<p>Blue Level: 123</p> <p>Yellow Level: Ch. 25, Les. 2, Connect #6; Ch. 29, Les. 1, Warm-Up #3 (and all subsequent lessons from this point)</p>
<p><b>SPEAKING</b> Example Genre Human interest</p>	<p><b>Level 1 Entering</b></p> <p>Describe persons or objects in human interest stories (e.g., “Girls talking”) from visual frames or media excerpts</p>	Red Level: 62, 91, 99, 106
	<p><b>Level 2 Beginning</b></p> <p>Relate main ideas of human interest stories from visual frames or media excerpts (e.g., news broadcasts)</p>	Red Level: 107, 109, 163-164, 319
	<p><b>Level 3 Developing</b></p> <p>State reasons for the ‘interest’ in human interest stories from visual frames or media excerpts</p>	<p>Blue Level: 46, 287</p> <p>Blue Reader: 151</p>

	<p><b>Level 4 Expanding</b></p> <p>Apply ideas from human interest stories from visual frames or media excerpts to personal experiences</p>	<p>Blue Level: 46, 287</p> <p>Yellow Level: Ch. 25, Les. 2, Extend</p>
	<p><b>Level 5 Bridging</b></p> <p>Defend and justify stances or points of view in human interest stories from various sources</p>	<p>Yellow Level: Ch. 25, Les. 2, Extend</p>
<p><b>SPEAKING</b> Example Topic Multimedia</p>	<p><b>Level 1 Entering</b></p> <p>Answer choice or yes/ no questions regarding visually supported information from multimedia (e.g., on ads, cartoons, signs or posters)</p>	<p>Red Level: 31-32, 39, 86, 113</p>
	<p><b>Level 2 Beginning</b></p> <p>Restate or paraphrase visually supported information from multimedia (e.g., in newspapers, magazines or broadcasts)</p>	<p>Red Level: 66, 164, 205, 319</p>
	<p><b>Level 3 Developing</b></p> <p>Present visually supported information from multimedia (e.g., in websites, CDs or software)</p>	<p>Blue Level: 198-199, 283, 284</p>
	<p><b>Level 4 Expanding</b></p> <p>Summarize or integrate visually supported information from multimedia (e.g., in trade books, books on tape or videos)</p>	<p>Yellow Level: Ch. 26, Les. 2, Extend</p>
	<p><b>Level 5 Bridging</b></p> <p>Give reviews of information from multimedia that include interpretations, critiques or self-reflections</p>	<p>Yellow Level: Ch. 25, Les. 2, Extend #2; Ch. 26, Les. 1, Extend #3; Ch. 26, Les. 2, Extend #2; Ch. 28, Les. 1, Extend</p>
<p><b>READING</b> Example Genre Adventures</p>	<p><b>Level 1 Entering</b></p> <p>Identify words or phrases associated with adventures using visual support and word/ phrase walls or banks</p>	<p>Red Level: 276, 279, 284</p>
	<p><b>Level 2 Beginning</b></p> <p>Answer WH- questions related to adventures using visual support (e.g., "Who is missing?") and share with a peer</p>	<p>Red Level: 281, 285, 537</p> <p>Red Reader: 85</p>

	<p><b>Level 3 Developing</b></p> <p>Sequence plots of adventures using visual support and share with a peer</p>	<p>Blue Level: 238</p> <p>Yellow Level: Ch. 26, Les. 1, Connect #4</p>
	<p><b>Level 4 Expanding</b></p> <p>Summarize plots of adventures using visual support and share with a peer</p>	<p>Blue Level: 238</p> <p>Yellow Level: Ch. 26, Les. 1, Connect #4</p>
	<p><b>Level 5 Bridging</b></p> <p>Identify cause and effect of events on characters in adventure stories</p>	
<p><b>READING Example Topic Genres</b></p>	<p><b>Level 1 Entering</b></p> <p>Identify words or phrases supported by illustrations associated with various genres (e.g., adventures, ballads, science fiction, mythology)</p>	<p>Red Level: 87, 114, 279, 284</p>
	<p><b>Level 2 Beginning</b></p> <p>Match general vocabulary or expressions in context with illustrations associated with various genres read orally</p>	<p>Red Level: 277, 298, 359, 537</p>
	<p><b>Level 3 Developing</b></p> <p>Associate types of genres with language structures or specific vocabulary in illustrated text or oral description</p>	<p>Blue Level: 47, 72-73, 77-78</p> <p>Blue Reader: 25-37</p>
	<p><b>Level 4 Expanding</b></p> <p>Pair illustrated summaries with excerpts from genres read orally or in writing (e.g., mythology, science fiction or ballads)</p>	
	<p><b>Level 5 Bridging</b></p> <p>Infer types of genres from written descriptions or summaries in grade-level text</p>	<p>Blue Level: 231 (act. 68)</p>
<p><b>WRITING Example Genre Editorials</b></p>	<p><b>Level 1 Entering</b></p> <p>Answer yes/no or choice questions to agree or disagree with current issues discussed with partners or in small groups in L1 or L2</p>	<p>Red Level: 77, 79, 245, 319</p>

	<p><b>Level 2</b> <b>Beginning</b></p> <p>React positively or negatively to current issues in editorials discussed in small groups in L1 or L2</p>	Red Level: 198, 230, 304, 319
	<p><b>Level 3</b> <b>Developing</b></p> <p>Give opinions in reaction to current issues in editorials (e.g., from newspapers or websites) discussed in small groups</p>	Blue Level: 124, 128, 137 Blue Reader: 61
	<p><b>Level 4</b> <b>Expanding</b></p> <p>Discuss pros and cons of current issues in editorials in small groups</p>	Yellow Level: Ch. 25, Les. 2, Extend Ch. 26, Les. 1, Extend Ch. 26, Les. 2, Connect #6
	<p><b>Level 5</b> <b>Bridging</b></p> <p>Produce editorials (opinions backed by evidence) in response to newspaper or website articles</p>	Yellow Level: Ch. 26, Les. 1, Extend
<b>WRITING</b> <b>Example Topic</b> <b>Editing</b>	<p><b>Level 1</b> <b>Entering</b></p> <p>Brainstorm words or phrases relevant to tasks with a partner (e.g., using bilingual or picture dictionaries) in L1 or L2</p>	Red Level: 32, 107, 108, 109
	<p><b>Level 2</b> <b>Beginning</b></p> <p>Check some aspect of editing (e.g., conventions or mechanics) resources (e.g., computers, peers or visual models) and confirm with a partner in L1 or L2</p>	Red Level: 109, 122, 124, 313 <i>This standard is addressed throughout the program.</i>
	<p><b>Level 3</b> <b>Developing</b></p> <p>Engage in peer editing (e.g., using checklists) during process writing and make notations to a partner in L1 or L2</p>	Blue Level: 61, 99, 239 <i>This standard is addressed throughout the program.</i>
	<p><b>Level 4</b> <b>Expanding</b></p> <p>Self-edit during process writing using multiple resources (e.g., thesauruses or dictionaries) and check with a partner</p>	Blue Level: 61, 99  Yellow Level: Ch. 26, Les. 1, Extend Ch. 26, Les. 2, Extend <i>This standard is addressed throughout the program.</i>
	<p><b>Level 5</b> <b>Bridging</b></p> <p>Self-assess process writing using rubrics or other resources and explain editing strategies</p>	Yellow Level CD-ROM: Guides 3, 4, 6 Yellow Level: Ch. 25, Les. 1, Extend #3; Ch. 26, Les. 1, Extend; Ch. 26, Les. 2, Extend

<b>LISTENING</b> <b>Example Genre</b> <b>Poetry/</b> <b>Free verse</b>	<b>Level 1</b> <b>Entering</b> Identify illustrated rhyming words in recited excerpts from poems	Red Level; 136, 171, 174-175, 273
	<b>Level 2</b> <b>Beginning</b> Classify illustrations descriptive of recited excerpts of poetry or free verse	Red Level: 344, 347, 414
	<b>Level 3</b> <b>Developing</b> Match main ideas in recited short poems or free verse with illustrations	
	<b>Level 4</b> <b>Expanding</b> Interpret main ideas or details in recited poems or free verse with illustrations	Yellow Level: Ch. 26, Les. 2, Connect #9
	<b>Level 5</b> <b>Bridging</b> Make inferences from main ideas and details of recited grade-level poetry or free verse	Yellow Level: Ch. 26, Les. 2, Connect #9
<b>LISTENING</b> <b>Example Topic</b> <b>Literary devices</b>	<b>Level 1</b> <b>Entering</b> Identify words and phrases related to different time frames following oral directions with visual support	Red Level: 147, 160, 181, 184, 278, 299
	<b>Level 2</b> <b>Beginning</b> Match oral phrases or sentences supported visually with different time frames	Red Level: 184, 299, 302, 308, 324
	<b>Level 3</b> <b>Developing</b> Identify use of literary devices related to different time frames in visually supported discourse (e.g., foreshadowing or flashback)	Blue Level: 84, 238, 252
	<b>Level 4</b> <b>Expanding</b> Analyze use of literary devices related to different time frames in visually supported oral passages	

	<p align="center"><b>Level 5 Bridging</b></p> <p>Interpret use of literary devices related to different time frames presented orally from grade-level text</p>	
<p><b>SPEAKING</b> Example Genre Human interest</p>	<p align="center"><b>Level 1 Entering</b></p> <p>Describe persons or objects in human interest stories from visual frames</p>	Red Level: 62, 91, 99, 106
	<p align="center"><b>Level 2 Beginning</b></p> <p>Relate main ideas of human interest stories from visual frames</p>	Red Level: 107, 109, 163-164, 319
	<p align="center"><b>Level 3 Developing</b></p> <p>State reasons for the 'interest' in human interest stories from visual frames</p>	Blue Level: 46, 287 Blue Reader: 151
	<p align="center"><b>Level 4 Expanding</b></p> <p>Apply ideas from human interest stories from visual frames</p>	Blue Level: 46, 287 Yellow Level: Ch. 25, Les. 2, Extend
	<p align="center"><b>Level 5 Bridging</b></p> <p>Defend and justify stances or points of view in human interest stories</p>	Yellow Level: Ch. 25, Les. 2, Extend
<p><b>SPEAKING</b> Example Topic Biographies</p>	<p align="center"><b>Level 1 Entering</b></p> <p>Answer WH- questions from pictures or cartoons related to biographies</p>	Red Level: 148, 280, 310, 325
	<p align="center"><b>Level 2 Beginning</b></p> <p>Describe pictures or cartoons related to biographies</p>	Red Level: 148, 310, 324, 325
	<p align="center"><b>Level 3 Developing</b></p> <p>State biographical information based on timelines or other graphic organizers</p>	Blue Level: 51, 52
	<p align="center"><b>Level 4 Expanding</b></p> <p>Summarize points from outlines or graphic organizers on biographies</p>	Blue Level: 60-61, 94, 167, 169
	<p align="center"><b>Level 5 Bridging</b></p> <p>Project character roles using notes on grade- level biographies</p>	

<b>READING</b> <b>Example Genre</b> <b>Adventures</b>	<b>Level 1</b> <b>Entering</b> Identify words or phrases associated with adventures using visual support	Red Level: 206, 207, 285, 382
	<b>Level 2</b> <b>Beginning</b> Answer WH- questions related to adventures using visual support (e.g., "What is the spy looking for?")	Red Level: 285, 286 Red Reader: 85, 111
	<b>Level 3</b> <b>Developing</b> Sequence plots of adventures using visual support	Blue Level: 154, 238, 239
	<b>Level 4</b> <b>Expanding</b> Summarize plots of adventures using visual support	Blue Level: 154, 238, 239
	<b>Level 5</b> <b>Bridging</b> Predict effects of altering events in adventures (e.g., "If X happened at another time, what do you think would change?")	
<b>READING</b> <b>Example Topic</b> <b>Figures of speech</b> <b>(metaphors,</b> <b>personification,</b> <b>similes)</b>	<b>Level 1</b> <b>Entering</b> Respond to literal questions that involve figures of speech from visually supported phrases	Red Level: 215, 308, 340-341
	<b>Level 2</b> <b>Beginning</b> Identify words or phrases representing figures of speech in visually supported related sentences (e.g., like or as)	Red Level: 215, 308-309, 340-341
	<b>Level 3</b> <b>Developing</b> Categorize or classify figures of speech in visually supported passages	Blue Reader: 26, 28, 37
	<b>Level 4</b> <b>Expanding</b> Identify figures of speech in visually supported text and match to their meanings	Blue Reader: 37 Yellow Level: Ch. 25, Les. 2, Connect #4 Ch. 26, Les. 2, Warm Up Ch. 26, Les. 2, Connect #2 <i>This standard is addressed throughout the program.</i>

	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p style="text-align: center;">Interpret figures of speech in grade-level text</p>	<p>Blue Reader: 37</p> <p>Yellow Level: Ch. 25, Les. 1, Connect #4; Ch. 25, Les. 2, Connect #4; Ch. 26, Les. 2, Connect #1; Ch. 27, Les. 1, Connect 7; Ch. 29, Les. 1, Connect #4; Ch. 29, Les. 2, Connect #4</p> <p><i>This standard is addressed throughout the program.</i></p>
<p><b>WRITING</b> Example Genre Editorials</p>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Answer questions to agree or disagree with current issues from models depicted visually or graphically</p>	<p>Red Level: 127, 225, 228, 230</p>
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>React positively or negatively to current issues in editorials from models depicted visually or graphically</p>	<p>Red Level: 198, 227, 228, 320</p>
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Give opinions in reaction to current issues in editorials from models depicted visually or graphically (e.g., "I think...")</p>	<p>Blue Level: 124, 128, 137</p> <p>Blue Reader: 61</p>
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Discuss pros and cons of current issues in editorials from models depicted visually or graphically (e.g., "I agree with X; I disagree with Y")</p>	<p>Yellow Level: Ch. 26, Les. 2, Connect #6</p>
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Produce editorials (opinions backed by examples) from current grade-level issues</p>	<p>Yellow Level: Ch. 26, Les. 2, Connect #6</p>
<p><b>WRITING</b> Example Topic Synonyms &amp; antonyms</p>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Match familiar symbols, words or phrases with antonyms from word/ phrase banks and visuals</p>	<p>Red Level: 126, 347, 348</p>
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Describe familiar people, places or events in phrases or sentences with synonyms or antonyms using word/ phrase banks and visuals</p>	<p>Red Level: 347, 348, 370-371, 433-434</p>

	<p><b>Level 3 Developing</b></p> <p>Rewrite visually supported paragraphs using synonyms or antonyms to change context or purpose of communication (e.g., switch positive with negative traits)</p>	<p>Yellow Level: Ch. 25, Les. 1, Connect #2 Ch. 27, Les. 1, Connect #7</p>
	<p><b>Level 4 Expanding</b></p> <p>Produce original ideas that incorporate synonyms or antonyms from visually supported material</p>	<p>Blue Level: 52</p> <p>Yellow Level: Ch. 25, Les. 1, Connect (At Home)</p>
	<p><b>Level 5 Bridging</b></p> <p>Create stories or essays that include synonyms or antonyms</p>	<p>Yellow Level: Ch. 25, Les. 1, Connect (At Home)</p>
<p><b>ELP Standard 3: The Language of mathematics, Formative Framework</b></p>		
<p><b>LISTENING Measures of central tendency (mean, median, mode &amp; range)</b></p>	<p><b>Level 1 Entering</b></p> <p>Match oral language associated with measures of central tendency with visual or graphic displays</p>	<p>Red Level: 354, 513-514 Red Reader: 101</p>
	<p><b>Level 2 Beginning</b></p> <p>Illustrate or identify examples of measures of central tendency based on oral directions and visual or graphic displays</p>	<p>Red Level: 354, 513, 514 Red Reader: 101</p>
	<p><b>Level 3 Developing</b></p> <p>Select measures of central tendency based on visual or graphic displays and oral descriptions of real-life situations</p>	<p>Yellow Reader: 122</p>
	<p><b>Level 4 Expanding</b></p> <p>Make predictions or estimates of measures of central tendency from oral scenarios and visual or graphic displays</p>	<p>Yellow Reader: 122</p>
	<p><b>Level 5 Bridging</b></p> <p>Make inferences about uses of measures of central tendency from oral scenarios of grade-level materials</p>	<p>Yellow Reader: 122</p>

<p><b>SPEAKING</b> Metric &amp; standard units of measurement</p>	<p><b>Level 1</b> <b>Entering</b> Name tools and units of standard or metric measurement from labeled examples (e.g., ruler--inches or cm; scale--pounds or kilos)</p>	<p>Red Level: 7</p>
	<p><b>Level 2</b> <b>Beginning</b> Estimate standard or metric measurement from pictures or real objects (e.g., "The dog weighs about 10 kilograms.")</p>	
	<p><b>Level 3</b> <b>Developing</b> Describe real-life situations where measurement is needed from illustrated scenes (e.g., at the clinic or marketplace)</p>	
	<p><b>Level 4</b> <b>Expanding</b> Discuss how measurement is used in real-life situations from illustrated scenes (e.g., construction, architecture or cartography)</p>	
	<p><b>Level 5</b> <b>Bridging</b> Explain how or when to convert standard or metric measurement in real-life situations (e.g., recipes or temperatures)</p>	
<p><b>READING</b> Percent/ Decimals</p>	<p><b>Level 1</b> <b>Entering</b> Identify or sort values noted on everyday products related to percent or decimals (e.g., nutritional facts, serving sizes or % daily use) with a partner</p>	<p>Red Level: 318-321, 351-355 Red Reader: 92-95, 100-102</p>
	<p><b>Level 2</b> <b>Beginning</b> Compare or rank order values noted on everyday products related to percent or decimals with a partner</p>	<p>Red Level: 318-321, 351-355 Red Reader: 92-95, 100-102</p>
	<p><b>Level 3</b> <b>Developing</b> Follow listed instructions that involve hands-on math using percent or decimals (e.g., from recipes or games) with a partner</p>	<p>Blue Level: 108, 163 Blue Reader: 74, 75</p>
	<p><b>Level 4</b> <b>Expanding</b> Follow written instructions to determine when and how to apply math in real-life situations involving percent or decimals (e.g., sales tax, interest rates or tips) with a partner</p>	<p>Blue Reader: 74, 75</p>

	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Interpret various representations of numbers in real-life problems involving percent or decimals from various texts</p>	Yellow Reader: 108-125, 135-136
<b>WRITING Probability</b>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Record and label outcomes of events involving chance using real objects (e.g., coin flips)</p>	Red Level: 355
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Give outcomes of events involving probability using real objects with words and phrases or short sentences</p>	Red Level: 355
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Propose probability based on observed outcomes and describe results in a series of sentences</p>	
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Detail possible combinations based on probability and compare against observed outcomes in paragraph form</p>	
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Explain and give reasons for likely probabilities in multiple paragraphs</p>	
<b>LISTENING Percent/ Fractions</b>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Identify proportional representation of objects from oral directions and graphs or visuals (e.g., "Two halves make a whole. Find half a pizza.")</p>	Red Level: 351-355, 513
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals</p>	Red Level: 351-355
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Match everyday examples of percent or fractions with oral descriptions using graphic or visual support (e.g., interest or taxes)</p>	

	<p><b>Level 4</b> <b>Expanding</b></p> <p>Analyze everyday situations involving percent or fractions from oral scenarios with graphic or visual support (e.g., “Sales tax is based on percent. When might you need to use percent?”)</p>	
	<p><b>Level 5</b> <b>Bridging</b></p> <p>Apply ways of using percent or fractions in grade-level situations from oral discourse</p>	
<b>SPEAKING</b> <b>Line segments &amp; angles</b>	<p><b>Level 1</b> <b>Entering</b></p> <p>Identify line segments or angles from pictures of everyday objects</p>	Red Level: 242, 244, 246
	<p><b>Level 2</b> <b>Beginning</b></p> <p>Define or describe types of line segments or angles from pictures of everyday objects (e.g., “This angle is larger.”)</p>	Red Level: 246, 247 Red Reader: 76
	<p><b>Level 3</b> <b>Developing</b></p> <p>Compare/contrast types of line segments from diagrams (e.g., parallel v. perpendicular lines)</p>	
	<p><b>Level 4</b> <b>Expanding</b></p> <p>Discuss how to solve problems using different types of line segments or angles from diagrams</p>	
	<p><b>Level 5</b> <b>Bridging</b></p> <p>Explain, with details, ways to solve grade-level problems using different types of line segments or angles</p>	
<b>READING</b> <b>Perimeter/ Area, volume &amp; circumference</b>	<p><b>Level 1</b> <b>Entering</b></p> <p>Match vocabulary associated with perimeter or area with graphics, symbols or figures</p>	
	<p><b>Level 2</b> <b>Beginning</b></p> <p>Identify visually supported examples of use of perimeter, area, volume or circumference in real-world situations (e.g., painting a room)</p>	

	<p align="center"><b>Level 3 Developing</b></p> <p align="center">Classify visually supported examples of use of perimeter, area, volume or circumference in real-world situations</p>	
	<p align="center"><b>Level 4 Expanding</b></p> <p align="center">Order steps for computing perimeter, area, volume or circumference in real-world situations using sequential language</p>	
	<p align="center"><b>Level 5 Bridging</b></p> <p align="center">Select reasons for uses of perimeter, area, volume or circumference in grade-level text</p>	
<b>WRITING Algebraic equations</b>	<p align="center"><b>Level 1 Entering</b></p> <p align="center">Show pictorial representations or label terms related to algebraic equations from models or visuals</p>	Red Reader: 8
	<p align="center"><b>Level 2 Beginning</b></p> <p align="center">Give examples and express meaning of terms related to algebraic equations from models or visuals</p>	
	<p align="center"><b>Level 3 Developing</b></p> <p align="center">Describe math operations, procedures, patterns or functions involving algebraic equations from models or visuals</p>	Blue Level: 147 Blue Reader: 75
	<p align="center"><b>Level 4 Expanding</b></p> <p align="center">Produce everyday math problems involving algebraic equations and give steps in problem-solving from models or visuals</p>	Blue Level: 147 Blue Reader: 75
	<p align="center"><b>Level 5 Bridging</b></p> <p align="center">Summarize or predict information needed to solve problems involving algebraic equations</p>	
<b>ELP Standard 4: The Language of Science, Formative Framework</b>		

<b>LISTENING</b> Light/Sound	<b>Level 1</b> <b>Entering</b> Match oral statements about light or sound with illustrations (e.g., “White is made up of all colors.”)	
	<b>Level 2</b> <b>Beginning</b> Create or complete models or diagrams of light or sound based on illustrations and oral directions (e.g., circuits)	
	<b>Level 3</b> <b>Developing</b> Classify examples of properties of light or sound based on illustrations and oral directions	
	<b>Level 4</b> <b>Expanding</b> Apply oral descriptions of properties of light or sound to everyday examples	
	<b>Level 5</b> <b>Bridging</b> Identify explanations of properties of light or sound in oral scenarios	
<b>SPEAKING</b> Climate/ Temperature change	<b>Level 1</b> <b>Entering</b> Offer information on temperature from charts or graphs (e.g., daytime/ nighttime highs and lows) to a partner in L1 or L2	Red Level: 192, 202, 209, 210
	<b>Level 2</b> <b>Beginning</b> State differences in temperature over time based on information from charts or graphs to a partner in L1 or L2	Red Level: 192, 210, 443, 513
	<b>Level 3</b> <b>Developing</b> Compare differences in temperature based on information from charts or graphs with a partner	Red Level: 513
	<b>Level 4</b> <b>Expanding</b> Summarize and present information on temperature changes from charts or graphs to a partner	
	<b>Level 5</b> <b>Bridging</b> Explain patterns of changes in temperature over time based on evidence from charts or graphs	

<p><b>READING</b> <b>Natural disasters</b></p>	<p><b>Level 1</b> <b>Entering</b> Chart information on natural disasters (e.g., hurricanes, tornadoes, floods, typhoons, earthquakes) based on graphic support, models or pictures (e.g., by months of the year)</p>	<p>Red Reader: 121</p>
	<p><b>Level 2</b> <b>Beginning</b> Respond to yes/ no, choice or WH-questions regarding natural disasters based on graphic support or pictures (e.g., “Does Illinois have hurricanes?”)</p>	<p>Red Level: 195 Red Reader: 58-59, 121</p>
	<p><b>Level 3</b> <b>Developing</b> Identify characteristics or conditions for natural disasters based on text and graphic support</p>	
	<p><b>Level 4</b> <b>Expanding</b> Compare types of natural disasters using multiple written sources, including websites and graphic support</p>	
	<p><b>Level 5</b> <b>Bridging</b> Interpret impact of natural disasters on people and places from grade-level text</p>	
<p><b>WRITING</b> <b>Elements &amp; compounds</b></p>	<p><b>Level 1</b> <b>Entering</b> Make posters or label diagrams in response to scientific questions or formulas involving elements or compounds with a partner</p>	
	<p><b>Level 2</b> <b>Beginning</b> Record results of scientific inquiry involving elements or compounds with a partner</p>	
	<p><b>Level 3</b> <b>Developing</b> Outline steps of scientific inquiry involving elements or compounds with a partner</p>	
	<p><b>Level 4</b> <b>Expanding</b> Describe procedures related to scientific inquiry involving elements or compounds with a partner (e.g., in lab reports)</p>	

	<p><b>Level 5 Bridging</b></p> <p>Explain, in detail, examples of scientific inquiry involving elements or compounds (e.g., in displays or exhibits)</p>	
<b>LISTENING Scientific tools or instruments</b>	<p><b>Level 1 Entering</b></p> <p>Match scientific tools or instruments with pictures from oral statements (e.g., sundial)</p>	Red Level: 323, 442
	<p><b>Level 2 Beginning</b></p> <p>Classify scientific tools or instruments with pictures and labels from oral directions (e.g., "Telescopes and sundials go with the sky.")</p>	Red Level: 323, 443
	<p><b>Level 3 Developing</b></p> <p>Identify examples of scientific tools or instruments and their uses from pictures and oral descriptions</p>	
	<p><b>Level 4 Expanding</b></p> <p>Compare/contrast examples of scientific tools or instruments and their uses from oral descriptions (e.g., differences between telescopes and microscopes)</p>	
	<p><b>Level 5 Bridging</b></p> <p>Infer uses of scientific tools or instruments from oral reading of grade-level material</p>	
<b>SPEAKING Scientific inventions or discoveries</b>	<p><b>Level 1 Entering</b></p> <p>Use general vocabulary associated with scientific inventions or discoveries based on illustrations (e.g., machine or x-ray)</p>	Red Level: 177, 180, 323, 326
	<p><b>Level 2 Beginning</b></p> <p>Describe scientific inventions or discoveries based on illustrations</p>	Red Level: 323, 377, 378
	<p><b>Level 3 Developing</b></p> <p>Compare/contrast scientific inventions or discoveries described orally with visual support (e.g., "___ is similar to/different from ___ because ___.")</p>	Blue Level: 251 Yellow Level: Ch. 32, Les. 2, Connect #6 Yellow Reader: 94-107, 138-155

	<p><b>Level 4</b> <b>Expanding</b></p> <p>Imagine future scientific inventions or discoveries based on oral and visual clues</p>	<p>Yellow Level: Ch. 32, Les. 2, Connect #6 Yellow Reader: 138-155</p>
	<p><b>Level 5</b> <b>Bridging</b></p> <p>Predict potential impact of scientific inventions or discoveries on life based on oral evidence (e.g., "In 100 years, we could/may/might....")</p>	<p>Yellow Level: Ch. 28, Les. 1, Warm Up</p>
<b>READING</b> <b>Cycles/ Processes</b>	<p><b>Level 1</b> <b>Entering</b></p> <p>Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks (e.g., nitrogen cycle)</p>	
	<p><b>Level 2</b> <b>Beginning</b></p> <p>Sort or classify descriptive phrases and diagrams by cycles or processes</p>	
	<p><b>Level 3</b> <b>Developing</b></p> <p>Sequence descriptive sentences and diagrams according to cycles or processes (e.g., mitosis or meiosis)</p>	<p>Blue Level: 283 Blue Reader: 145</p>
	<p><b>Level 4</b> <b>Expanding</b></p> <p>Identify cycles or processes from descriptive paragraphs and diagrams</p>	<p>Blue Level: 283 Blue Reader: 145</p>
	<p><b>Level 5</b> <b>Bridging</b></p> <p>Predict consequences of alteration of cycles or processes from grade-level text</p>	
<b>WRITING</b> <b>Forms of energy</b>	<p><b>Level 1</b> <b>Entering</b></p> <p>Match or classify forms of energy from everyday illustrated examples and models (e.g., light, sound, heat)</p>	<p>Red Level: 515</p>
	<p><b>Level 2</b> <b>Beginning</b></p> <p>List and describe examples of illustrated forms of energy from word/phrase banks</p>	<p>Red Level: 515, 516</p>

	<p align="center"><b>Level 3 Developing</b></p> <p>Compare/contrast two forms of energy depicted visually (e.g., “___ and ___ are alike/ different in these ways.”)</p>	
	<p align="center"><b>Level 4 Expanding</b></p> <p>Explain uses of different forms of energy depicted visually (e.g., “___ is used to ___.”)</p>	
	<p align="center"><b>Level 5 Bridging</b></p> <p>Evaluate and defend uses of different forms of energy (e.g., “I think solar energy is most efficient because...”)</p>	
<p><b>ELP Standard 5: The Language of Social Studies, Formative Framework</b></p>		
<p><b>LISTENING Maps</b></p>	<p align="center"><b>Level 1 Entering</b></p> <p>Identify locations of land and water masses on maps based on oral statements and check with a partner</p>	Red Level: 272, 284, 323, 550
	<p align="center"><b>Level 2 Beginning</b></p> <p>Sort locations on maps by land or water masses based on oral statements and check with a partner</p>	Red Level: 272, 284, 323, 538
	<p align="center"><b>Level 3 Developing</b></p> <p>Identify specific geographic locations (e.g., time zones, latitude, longitude) on maps based on oral information and check with a partner</p>	Yellow Level: Ch. 25, Les. 2, Warm Up #2 Ch. 26, Les. 1, Warm Up
	<p align="center"><b>Level 4 Expanding</b></p> <p>Compare/contrast locations on maps (e.g., cities in Northern and Southern Hemispheres) from oral descriptions and check with a partner</p>	
	<p align="center"><b>Level 5 Bridging</b></p> <p>Evaluate locations on maps for different purposes from oral descriptions (e.g., “Show me the best city in Asia to...”)</p>	

<b>SPEAKING</b> <b>Civil wars</b>	<b>Level 1</b> <b>Entering</b> Identify historical figures or events associated with civil wars from photographs or illustrations in small groups	Red Level: 147, 148, 324, 536
	<b>Level 2</b> <b>Beginning</b> Describe historical figures or events associated with civil wars from photographs, illustrations or videos in small groups	Red Level: 148, 324, 536 Blue Level: 132-133
	<b>Level 3</b> <b>Developing</b> Role-play scenes from historical events or lives of figures associated with civil wars in small groups	Blue Level: 298, 299
	<b>Level 4</b> <b>Expanding</b> Re-enact historical events or lives of figures associated with civil wars from varied perspectives with peers (e.g., Lincoln-Douglas debates)	Blue Level: 298, 299
	<b>Level 5</b> <b>Bridging</b> Give monologues simulating historical events or figures associated with civil wars (e.g., scenes in plays)	Blue Level: 298, 299
<b>READING</b> <b>Economic trends</b>	<b>Level 1</b> <b>Entering</b> Chart economic data based on phrases or simple statements with graphic support (e.g., changes in crop production)	Red Level: 316, 326, 438, 550
	<b>Level 2</b> <b>Beginning</b> Classify economic data based on information in text and charts (e.g., major crops by states or regions)	Red Level: 316, 326, 390, 550
	<b>Level 3</b> <b>Developing</b> Compare economic data based on information in text and charts (e.g., “Which crop is produced less today than 5 years ago?”)	Blue Reader: 70-76  Yellow Level: Ch. 26, Les. 2, Warm Up
	<b>Level 4</b> <b>Expanding</b> Predict economic data for upcoming years based on information in text and charts (e.g., “Which crop will have less production in 5 years?”)	

	<p><b>Level 5 Bridging</b> Interpret economic trend data based on information from grade-level text and charts (e.g., “Why has there been a decline in profits from this crop in the past 5 years?”)</p>	
<b>WRITING Ancient/ Medieval civilizations</b>	<p><b>Level 1 Entering</b> Identify features of historical periods from illustrations and word/phrase banks and share with a partner in L1 or L2</p>	Red Level: 249-250, 357-358, 452, 536
	<p><b>Level 2 Beginning</b> Describe features of historical periods using notes from graphic organizers and share with a partner in L1 or L2</p>	Red Level: 250, 360, 391
	<p><b>Level 3 Developing</b> Compare historical periods using sentences from graphic organizers and share with a partner</p>	Blue Level: 198, 223
	<p><b>Level 4 Expanding</b> Produce contrastive summaries of historical periods using information from graphic organizers and share with a partner</p>	Blue Level: 198, 223
	<p><b>Level 5 Bridging</b> Create historical essays descriptive of past civilizations</p>	Blue Level: 208
<b>LISTENING Agriculture</b>	<p><b>Level 1 Entering</b> Identify agricultural icons from oral statements using visual or graphic support (e.g., on maps or graphs)</p>	Red Level: 438, 538
	<p><b>Level 2 Beginning</b> Locate resources or agricultural products from oral statements using visual or graphic support (e.g., “Corn is an important crop. Show where the most corn is grown.”)</p>	Red Level: 438, 539
	<p><b>Level 3 Developing</b> Distinguish among resources or agricultural products from oral statements using visual or graphic support</p>	Red Level: 438-439

	<p><b>Level 4 Expanding</b></p> <p>Find patterns associated with resources or agricultural products from oral statements using visual or graphic support</p>	
	<p><b>Level 5 Bridging</b></p> <p>Draw conclusions about resources or agricultural products on maps or graphs described orally from grade-level material</p>	
<b>SPEAKING America's story</b>	<p><b>Level 1 Entering</b></p> <p>Connect events with people in U.S. history using timelines, graphics or illustrations</p>	Red Level: 184, 185, 215-216, 324
	<p><b>Level 2 Beginning</b></p> <p>Describe features or characteristics of major events or people in U.S. history depicted in timelines, graphics or illustrations</p>	Red Level: 185, 215, 324, 390
	<p><b>Level 3 Developing</b></p> <p>Summarize significance of major events or people in U.S. history depicted in timelines, graphics or illustrations</p>	Blue Level: 55, 149, 150, 168
	<p><b>Level 4 Expanding</b></p> <p>Paraphrase reasons for major events or people's actions in U.S. history depicted in timelines, graphics or illustrations</p>	Blue Level: 148 Yellow Level: Ch. 25, Les. 2, Extend Ch. 26, Les. 1, Warm Up Ch. 26, Les. 2, Warm Up
	<p><b>Level 5 Bridging</b></p> <p>Explain causes and effects of major events and people's actions in U.S. history (e.g., "This happened as a result of...")</p>	Blue Level: 148, 149, 150 Yellow Level: Ch. 25, Les. 2, Extend Ch. 26, Les. 2, Warm Up
<b>READING Civic rights &amp; responsibilities</b>	<p><b>Level 1 Entering</b></p> <p>Identify rights or responsibilities of people in U.S. or other countries using illustrations and labels or phrases</p>	Red Level: 215, 467, 476
	<p><b>Level 2 Beginning</b></p> <p>Sort rights or responsibilities of people in U.S. or other countries by descriptors using illustrations and written statements</p>	Red Level: 467, 476 Yellow Level: Ch. 25, Les. 2, Warm Up

	<p><b>Level 3 Developing</b></p> <p>Select examples of rights or responsibilities of people in U.S. or other countries using illustrations and written descriptions</p>	<p>Yellow Level: Ch. 25, Les. 1, Connect #4 Ch. 25, Les. 2, Warm Up Ch. 25, Les. 2, Extend Yellow Reader: 4-24</p>
	<p><b>Level 4 Expanding</b></p> <p>Evaluate rights or responsibilities of people in U.S. or other countries using illustrated text</p>	<p>Yellow Level: Ch. 25, Les. 2, Extend Yellow Reader: 4-24</p>
	<p><b>Level 5 Bridging</b></p> <p>Infer rights or responsibilities of people in U.S. or other countries from grade-level text</p>	<p>Yellow Level: Ch. 25, Les. 2, Extend</p>
<b>WRITING Forms &amp; organization of government</b>	<p><b>Level 1 Entering</b></p> <p>Label illustrations of features of U.S. or other governments using word/phrase banks</p>	<p>Red Level: 483, 485, 486</p>
	<p><b>Level 2 Beginning</b></p> <p>Describe features of U.S. or other governments using visuals or graphics and word/phrase banks</p>	<p>Red Level: 483, 485, 486 Red Reader: 138, 139</p>
	<p><b>Level 3 Developing</b></p> <p>Compare/contrast features or functions of U.S. or other governments using graphic organizers (e.g., executive, legislative and judicial branches)</p>	<p>Yellow Level: Ch. 25, Les. 1, Extend</p>
	<p><b>Level 4 Expanding</b></p> <p>Discuss functions of U.S. or other governments in response to current events using graphic organizers</p>	<p>Yellow Level: Ch. 25, Les. 2, Extend</p>
	<p><b>Level 5 Bridging</b></p> <p>Discuss and justify relative effectiveness of forms or organization of governments</p>	<p>Yellow Level: Ch. 25, Les. 2, Extend</p>