ALIGNMENT

2007 WIDA English-Language Proficiency Standards for English Language Learners, Grades 9-12

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.

Ballard & Tighe

Subject Area: Grades 9-12

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

Publisher: Ballard & Tighe, Publishers

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*.

Standard (Cite Number)	Standard (Cite specific standard)	Where Taught (If print component, cite page number; if non-print, cite appropriate locations.)
ELP Standard 1: Social and Instructional Language, Formative Framework		
LISTENING School life	**Level 1** **Entering** Carry out requests from peers or teachers (e.g., "Hand in your homework.") with L1 support	Red Level: 28, 29, 31 *This standard is addressed throughout the program.*
	Level 2 **Beginning** Follow instructions from peers or teachers (e.g., "Meet me at my locker after 7th period.") with L1 support	Red Level: 28, 29, 31 *This standard is addressed throughout the program.*
	Level 3 **Developing** Follow everyday conversations with teachers or other adults (e.g., guest speakers) with clarification in L1	Blue Level: 30, 44, 70, 71 *This standard is addressed throughout the program.*
	Level 4 **Expanding** React to discourse related to school life from indirect sources (e.g., loud speaker, CDs)	*This standard is addressed implicitly throughout the program.*
	Level 5 **Bridging** Infer subtleties of oral messages or information related to school life	*This standard is addressed implicitly throughout the program.*

SPEAKING **Recommendations/** **Suggestions**	**Level 1** **Entering** State preferences for types of music, food, games or recreational activities from illustrated examples in a small group		Red Level: 60, 105, 108, 202, 209, 212
	Level 2 **Beginning** Describe preferences for clothing, TV programs or recreational activities from illustrated examples in a small group		Red Level: 105, 202, 213, 209, 212, 224, 228-229
	Level 3 **Developing** Recommend or suggest songs, websites or other interests and give reasons for selection in a small group		Red Level: 437, 544 Blue Level: 70, 96, 97
	Level 4 **Expanding** Discuss pros and cons based on recommendations or suggestions for plays, films, stories, books, poems or website articles in a small group		
	Level 5 **Bridging** Critique, evaluate and make recommendations or suggestions for a variety of everyday information sources		Blue Level: 55-56 Yellow Level: Ch. 25, Les. 2, Extend #2; Ch. 26, Les. 1, Extend #3; Ch. 26, Les. 2, Extend #2 *This standard is addressed throughout the program.*
READING **Study skills &** **strategies**	**Level 1** **Entering** Preview visually supported text to glean basic facts (e.g., titles or bold print)		Red Level: 31, 44, 50, 86 *This standard is addressed throughout the program.*
	Level 2 **Beginning** Highlight main ideas or important information from visually supported text (e.g., newspaper columns in L1 and L2)		Red Level: 46, 52, 165 *This standard is addressed throughout the program.*
	Level 3 **Developing** Scan material from visually supported text to identify details that confirm main ideas		Blue Level: 48, 50, 197 *This standard is addressed throughout the program.*
	Level 4 **Expanding** Skim material from visually supported text for meaning of words, phrases or sentences in context		Yellow Level: Ch. 25, Les. 1, Connect #3 Ch. 26, Les. 2, Connect #3 Ch. 27, Les. 2, Connect #3 *This standard is addressed throughout the program.*

	Level 5 **Bridging** Draw conclusions based on information from text	Yellow Level: Ch. 25, Les. 2, Connect #5 Ch. 26, Les. 1, Connect #4 Ch. 28, Les. 1, Connect #4 *This standard is addressed throughout the program.*
WRITING **Information** **gathering**	**Level 1** **Entering** Copy information from media (e.g., newspapers, websites) and check with a partner	Red Level: 165, 192, 196, 213
	Level 2 **Beginning** List points of information from media (e.g., TV, films, video or DVDs) and share with a partner	Red Level: 165, 192, 195, 213, 313
	Level 3 **Developing** Form general ideas based on information from familiar speakers, media or print in a series of related sentences and share with a partner	Blue Level: 55-56, 90, 97, 98
	Level 4 **Expanding** Summarize information from various sources (e.g., radio, TV or newspapers) in paragraph form and share with a partner	Yellow Level: Ch. 25, Les. 2, Extend Ch. 29, Les. 1, Extend Ch. 29, Les. 2, Extend
	Level 5 **Bridging** Integrate information from multiple sources to produce short stories	Yellow Level: Ch. 27, Les. 1, Extend Ch. 27, Les. 2, Extend
LISTENING **Classroom** **routines**	**Level 1** **Entering** Follow simple commands pertaining to classroom routines using illustrations (e.g., "Close your book.")	Red Level: 28, 29, 33, 58 *This standard is addressed throughout the program.*
	Level 2 **Beginning** Carry out multi-step, descriptive instructions pertaining to classroom routines using illustrations (e.g., "Open your book to page 46 and find the table that shows population growth.")	Red Level: 91, 161, 193, 312 *This standard is addressed throughout the program.*
	Level 3 **Developing** Match idiomatic or slang expressions pertaining to classroom routines with illustrations	Blue Level: 44, 82, 122, 184

	Level 4 **Expanding** Identify figurative language pertaining to classroom routines (e.g., use of hyperboles or metaphors)	
	Level 5 **Bridging** Select relevant information from complex oral discourse related to classroom routines	
SPEAKING **Personal** **preferences**	**Level 1** **Entering** Answer WH- questions that express likes and dislikes from visuals	Red Level: 79, 105, 115 *This standard is addressed throughout the program.*
	Level 2 **Beginning** Reply to a range of questions that expresses personal preferences from visuals	Red Level: 414, 437, 490, 544 *This standard is addressed throughout the program.*
	Level 3 **Developing** Express personal preferences and give reasons for selection from visuals	Red Level: 414, 437, 490, 544 *This standard is addressed throughout the program.*
	Level 4 **Expanding** Explain, elaborate and defend personal preferences from visuals	*This standard is addressed throughout the program.*
	Level 5 **Bridging** Discuss and support changes in personal preferences over time	
READING **Workplace** **readiness**	**Level 1** **Entering** Identify words and phrases associated with the workplace from visually supported material (e.g., newspaper ads)	Red Level: 122, 132, 141, 142 Red Reader: 36-47
	Level 2 **Beginning** Glean information from workplace related forms supported visually or graphically (e.g., job applications)	Red Level: 141, 230
	Level 3 **Developing** Compare information from workplace related forms supported visually or graphically (e.g., workplace versus school rules)	Blue Level: 190, 191 Blue Writer: Act. 53, 54

		Level 4 **Expanding** Interpret information about situations in the workplace supported visually or graphically	Yellow Level: Ch. 31, Les. 1, Extend #2&3; Ch. 32, Les. 2, Extend #2&3
		Level 5 **Bridging** Evaluate information about the workplace and its personal relevance	Yellow Level: Ch. 31, Les. 1, Extend #2&3; Ch. 32, Les. 2, Extend #2&3
WRITING **Personal** **& business** **communication**		Level 1 **Entering** Complete forms read orally with identifying information or produce facts about self	Red Level: 141, 230-231 Red Writer Act: 42, 68
		Level 2 **Beginning** Complete real-life forms from models (e.g., job applications)	Red Level: 141, 230-231 Red Writer Act: 42, 68
		Level 3 **Developing** Respond to personal or business correspondence from models (e.g., announcements, invitations)	Blue Level: 147, 160, 163 Blue Reader: 74, 75 Blue Writer Act: 12, 53, 54
		Level 4 **Expanding** Produce personal or business correspondence from models (e.g., social letters, autobiographical paragraphs)	Blue Level: 147, 160, 163 Blue Reader: 74, 75 Blue Writer Act: 12, 53, 54
		Level 5 **Bridging** Compose extended personal or business correspondence (e.g., editorials, reviews or narrative resumes)	Yellow Level: Ch. 31, Les. 1, Extend #2&3; Ch. 28, Les. 1, Connect (At Home); Ch. 28, Les. 2, Extend #2; Ch. 32, Les. 2, Extend #2
ELP Standard 2: **The Language of** **Language Arts,** **Formative** **Framework**			
LISTENING **Example Genre** **Comedies**		Level 1 **Entering** Identify examples of comedic situations based on oral statements and visual scenes with a partner	Red Level: 308-309, 544, 545 Red Reader: 156-159
		Level 2 **Beginning** Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms, as in literal depiction of 'honeymoon') with a partner	Red Level: 300, 308, 545 Blue Level: 44

	Level 3 **Developing** Apply oral descriptions that contain double meanings to visual representations to depict comedy with a partner	Blue Level: 32, 44, 95, 121-122	
	Level 4 **Expanding** Identify comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony, or satire) with a partner		
	Level 5 **Bridging** Match comedic elements from oral discourse to intended meanings		
LISTENING **Example Topic** **Satire**	**Level 1** **Entering** Recognize different intonation patterns of speech working with a partner (e.g., statements, questions)	Red Level: 73, 170, 213, 308	
	Level 2 **Beginning** Identify intonation patterns of satirical remarks working with a partner (e.g., tag questions, "You didn't do your homework, *did you*?")	*This standard is addressed implicitly throughout the program.*	
	Level 3 **Developing** Compare intonation patterns of satirical/nonsatirical speech working with a partner		
	Level 4 **Expanding** Identify satire or inferences in speech from intonation patterns working with a partner	Yellow Level: Ch. 30, Les. 1, Connect #10 Yellow Writer Act.: 60	
	Level 5 **Bridging** Analyze speech to identify and make inferences from satire		
SPEAKING **Example Genre** **Multicultural** **world literature**	**Level 1** **Entering** Give examples of literature from native cultures using visuals or graphic organizers (e.g., books, poems, short stories) in literature circles using L1 or L2	Red Level: 115-116, 284, 452	

	Level 2 **Beginning** Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines) in literature circles using L1 or L2	Red Level: 115-116, 185 (Act. 55), 279-281, 284-286
	Level 3 **Developing** Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers in literature circles	
	Level 4 **Expanding** Compare authors' points of view of similar story lines from different cultures using visuals or graphic organizers in literature circles	Red Level: 280
	Level 5 **Bridging** Discuss how different views in multicultural literature represent global perspectives	
SPEAKING **Example Topic** **Character** **development**	Level 1 **Entering** State facts about characters in visuals with L1 support	Red Level: 58, 79, 181, 285
	Level 2 **Beginning** Describe personalities of characters in visuals with L1 support	Red Level: 472, 480, 487
	Level 3 **Developing** Compare character assets and flaws using visuals or graphic organizers with L1 support	Blue Level: 46, 51, 89
	Level 4 **Expanding** Discuss, with examples, character development using visuals or graphic organizers	
	Level 5 **Bridging** Critique, with detailed examples, character development in literary works	

READING Example Genre Autobiographical & biographical narratives	Level 1 Entering Associate familiar people with their acts or contributions using visuals and word or phrase level text in L1 or L2 in small groups	Red Level: 50, 51, 148, 215
	Level 2 Beginning Identify influences (e.g., people or events) on familiar people's lives using visuals and sentence-level text in L1 or L2 in small groups	Red Level: 217-218, 392, 410
	Level 3 Developing Match cause of influences on familiar people's lives with effect using visuals and multi-sentence text in small groups	Blue Level: 55, 57, 58, 96
	Level 4 Expanding Interpret impact of familiar people's lives on others or society using visuals and paragraph level text in small groups	Blue Level: 60 Blue Library: People & Stories in World History pages345-346 Yellow Level: Ch. 26, Les. 2, Warm-up #2 (Guide 8)
	Level 5 Bridging Predict people's reactions to living in different time periods or circumstances using grade-level text (e.g., "What would Martin Luther King, Jr. think if he lived today?")	*This standard is addressed implicitly throughout the program.*
READING Example Topic Bias	Level 1 Entering Identify facts (as nonbiased information) from visually supported phrases or sentences and share with a partner	Red Level: 127, 149, 165, 195 *This standard is addressed throughout the program.*
	Level 2 Beginning Sort information as biased or not biased using models or illustrated criteria and share with a partner	Red Level: 165, 166, 197, 229-230
	Level 3 Developing Identify evidence of bias in various texts using models or criteria and share with a partner	Blue Level: 125, 223, 291 Blue Writer: Act. 65
	Level 4 Expanding Critique information in regard to bias from various sources including websites using models or criteria and share with a partner	Yellow Level: Ch. 26, Les. 1, Extend Ch. 29, Les. 2, Extend

		Level 5 **Bridging** Evaluate validity of information in regard to bias from various sources, including websites	Yellow Level: Ch. 26, Les. 1, Extend Ch. 29, Les. 2, Extend
WRITING **Example Genre** **Critical** **commentary**		Level 1 **Entering** Reproduce comments on various topics from visually supported sentences from newspapers or websites	Red Level: 197, 213, 227
		Level 2 **Beginning** Produce comments on various topics from visually supported paragraphs from newspapers or websites	Red Level; 197, 213, 227
		Level 3 **Developing** Summarize critical commentaries from visually supported newspaper, website or magazine articles	Blue Level: 123, 202, 291
		Level 4 **Expanding** Respond to critical commentaries by offering claims and counter-claims from visually supported newspaper, website or magazine articles	Yellow Level: Ch. 25, Les. 2, At Home Ch. 26, Les. 1, Extend Ch. 26, Les. 2, Extend
		Level 5 **Bridging** Provide critical commentary commensurate with proficient peers on a wide range of topics and sources	Yellow Level: Ch. 25, Les. 2, Extend Ch. 26, Les. 1, Extend Ch. 26, Les. 2, Extend
WRITING **Example Topic** **Note taking**		Level 1 **Entering** Take notes on key symbols, words or phrases from visuals pertaining to discussions	Red Level: 44, 45, 74, 150
		Level 2 **Beginning** List key phrases or sentences from discussions and models (e.g., on the board or from overhead projector)	Red Level: 45, 74, 150
		Level 3 **Developing** Produce sentence outlines from discussions, lectures or readings	Blue Level: 51, 90, 124, 132
		Level 4 **Expanding** Summarize notes from lectures or readings in paragraph form	Yellow Level: Ch. 25, Les. 1, At Home Ch. 26, Les. 2, Connect #6 Ch. 29, Les. 2, Warm Up

		Level 5 **Bridging** Produce essays based on notes from lectures or readings	Yellow Level: Ch. 25, Les. 1, At Home Ch. 26, Les. 2, Extend Ch. 29, Les. 2, Extend
WRITING **Conventions &** **mechanics**		Level 1 **Entering** Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner	Red Level: 122, 124, 151, 205-206
		Level 2 **Beginning** Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner	Red Level: 207
		Level 3 **Developing** Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists) and share with a partner	Blue Level: 33-34, 40, 44, 263
		Level 4 **Expanding** Revise or rephrase written language based on feedback from teachers, peers and rubrics	*This standard is addressed implicitly throughout the program.*
		Level 5 **Bridging** Expand, elaborate and correct written language as directed	*This standard is addressed implicitly throughout the program.*
LISTENING **Example Genre** **Comedies**		Level 1 **Entering** Identify examples of comedic situations based on oral statements and visual scenes	Red Level: 308, 544, 545
		Level 2 **Beginning** Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms as in literal depiction of 'honeymoon')	Red Level: 300, 308, 545 Blue Level: 44
		Level 3 **Developing** Apply oral descriptions that contain double meanings to visual representations to depict comedy	Blue Level: 32, 44, 95, 122
		Level 4 **Expanding** Identify subtle comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony or satire)	

		Level 5 **Bridging** Match subtle comedic elements from oral discourse to intended meanings	
LISTENING **Example Topic** **Multiple** **meanings**		**Level 1** **Entering** Identify examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner *table*, *Table* of Contents)	Red Level: 97, 226, 244 *This standard is addressed throughout the program.*
		Level 2 **Beginning** Pair examples of use of words or phrases with multiple meanings from visuals (e.g., "Which one shows what *table* means in math class? Which one shows what *table* means in English class?")	Red Level: 244, 485 Blue Level: 32 *This standard is addressed throughout the program.*
		Level 3 **Developing** Sort examples of words, phrases or sentences with multiple meanings from visuals according to context	Blue Level: 32, 33, 50, 70 *This standard is addressed throughout the program.*
		Level 4 **Expanding** Distinguish between examples of words, phrases or sentences with multiple meanings from oral input with or without visual support	Blue Level: 268 Yellow Level: Ch. 26, Les. 1, Connect #2 Ch. 26, Les. 2, Connect #1
		Level 5 **Bridging** Infer nuances from oral discourse containing multiple meanings	Blue Level: 268
SPEAKING **Example Genre** **Multicultural** **world literature**		**Level 1** **Entering** Give examples of literature from native cultures using visuals or graphic organizers	Red Level: 115-116, 284, 452
		Level 2 **Beginning** Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines)	Red Level: 115-116, 185 (Act. 55), 279-281, 284-286
		Level 3 **Developing** Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers	

	Level 4 **Expanding** Compare authors' points of view of similar story lines from different cultures using visuals or graphic organizers	Red Level: 280
	Level 5 **Bridging** Discuss how different views in multicultural literature represent global perspectives	
SPEAKING **Example Topic** **Analogies/** **Symbolism**	**Level 1** **Entering** State information using visual support as a precursor for identifying symbolism or analogies	Red Level: 73, 86, 284
	Level 2 **Beginning** Restate or paraphrase information that contains symbolism or analogies using visual support	Red Level: 284
	Level 3 **Developing** Relate analogies or symbolism using visual support (e.g. cartoons) to personal experiences	Blue Level: 98 Blue Reader: 37, 57
	Level 4 **Expanding** Discuss or extend analogies or symbolism within familiar contexts using visual support	Yellow Level: Ch. 27, Les. 1, Connect #4
	Level 5 **Bridging** Explain meaning of analogies or symbolism within familiar contexts	Yellow Level: Ch. 27, Les. 1, Connect #4
READING **Example Genre** **Autobiographical** **& biographical** **narratives**	**Level 1** **Entering** Associate people with their acts or contributions using visuals and word or phrase level text	Red Level: 50, 51, 148, 215
	Level 2 **Beginning** Identify influences on people's lives using visuals and sentence level text	Red Level: 217-218, 392, 410

		Level 3 **Developing** Match cause of influences on people's lives with effect using visuals and multi-sentence text	Blue Level: 55, 57, 58, 96
		Level 4 **Expanding** Interpret impact of people's lives on others or society using visuals and paragraph-level text	Blue Level: 60 Blue Library: People & Stories in World History pages345-346 Yellow Level: Ch. 26, Les. 2, Warm-up #2 (Guide 8)
		Level 5 **Bridging** Predict people's reactions to living in different time periods or circumstances using grade-level text	*This standard is addressed implicitly throughout the program.*
READING Example Topic Author's perspective/ Point of view		Level 1 **Entering** Identify words and phrases related to author's perspective in visually supported sentences	Red Level: 165, 173, 196, 212
		Level 2 **Beginning** Identify main ideas related to author's perspective in visually supported series of related sentences	Red Level: 212 *This standard is addressed throughout the program.*
		Level 3 **Developing** Identify main ideas and supporting details related to author's perspective in visually supported paragraphs	Blue Level: 47, 85, 124, 125 *This standard is addressed throughout the program.*
		Level 4 **Expanding** Interpret author's perspective in visually supported literary text	Yellow Level: Ch. 30, Les. 1, Extend #2&3
		Level 5 **Bridging** Apply author's perspective in literary text to other contexts	Yellow Level: Ch. 30, Les. 1, Extend #2&3
WRITING Example Genre Critical commentary		Level 1 **Entering** Reproduce critical statements on various topics from illustrated models or outlines	Red Level: 197, 213, 227
		Level 2 **Beginning** Produce critical comments on various topics from illustrated models or outlines	Red Level; 197, 213, 227

	Level 3 **Developing** Summarize critical commentaries on issues from illustrated models or outlines	Blue Level: 123, 202, 291
	Level 4 **Expanding** Respond to critical commentaries by offering claims and counter-claims on a range of issues from illustrated models or outlines	Yellow Level: Ch. 25, Les. 2, At Home Ch. 26, Les. 1, Extend Ch. 26, Les. 2, Extend
	Level 5 **Bridging** Provide critical commentary on a wide range of issues commensurate with proficient peers	Yellow Level: Ch. 25, Les. 2, Extend Ch. 26, Les. 1, Extend Ch. 26, Les. 2, Extend
WRITING **Example Topic** **Literal &** **figurative** **language**	**Level 1** **Entering** Produce literal words or phrases from illustrations or cartoons and word/phrase banks	Red Level: 186, 235
	Level 2 **Beginning** Express ideas using literal language from illustrations or cartoons and word/phrase banks	Red Level: 186, 235 Blue Level: 258
	Level 3 **Developing** Use examples of literal and figurative language in context from illustrations or cartoons and word/phrase banks	Blue Level: 227, 258, 270
	Level 4 **Expanding** Elaborate on examples of literal and figurative language with or without illustrations	Yellow Level: Ch. 25, Les. 2, Connect #4 Ch. 26, Les. 2, Connect #2 Ch. 27, Les. 1, Connect #7
	Level 5 **Bridging** Compose narratives using literal and figurative language	Yellow Level: Ch. 27, Les. 1, Extend Ch. 29, Les. 1, Connect #6
ELP Standard 3: **The Language of** **mathematics,** **Formative** **Framework**		

	Level 1 **Entering** Identify properties of geometric figures based on visual representations and oral descriptions	Red Level: 242, 246, 247
LISTENING **Quadrilaterals**	Level 1 **Entering** Identify properties of geometric figures based on visual representations and oral descriptions	Red Level: 242, 246, 247
	Level 2 **Beginning** Visualize, draw or construct geometric figures based on visual representations and oral descriptions	Red Level: 242, 243, 246, 247
	Level 3 **Developing** Locate intersections of geometric figures based on visual representations and oral descriptions (e.g., points, lines or planes)	
	Level 4 **Expanding** Compare two- and three-dimensional figures based on visual representations and oral descriptions	
	Level 5 **Bridging** Transform geometric figures (e.g., rotations, reflections or enlargements) by following oral directions	
SPEAKING **Problem** **solving**	Level 1 **Entering** Exchange key words involved in problem solving from models and visual support in L1 or L2 with a partner	Blue Level: 107, 108
	Level 2 **Beginning** Rephrase or recite phrases or sentences involved in problem solving using models and visual support in L1 or L2 with a partner	Blue Level: 107, 108
	Level 3 **Developing** Sequence sentences to show how to solve problems using visual support and confirm with a partner (e.g., think-aloud)	Blue Level: 114-115, 117, 163 Blue Reader: 137
	Level 4 **Expanding** Describe two or more approaches to solve problems using visual support and share with a partner	

		Level 5 **Bridging** Explain to peers, with details, strategies for solving problems	
READING **Data** **displays &** **interpretation**	Level 1 **Entering** Organize graphically displayed data from written directions and models (e.g., rank sports teams based on statistics) in small groups	Red Level: 109-110, 209-210, 319-320, 353-355, 453, 513, 516
	Level 2 **Beginning** Organize graphically displayed data sets from newspapers or magazines (e.g., stock market trends) in small groups	Red Level: 109-110, 209-210, 319-320, 353-355, 453, 513, 516
	Level 3 **Developing** Display data sets in charts, tables or graphs according to written directions in small groups	Blue Level: 163, 164
	Level 4 **Expanding** Interpret data presented in charts, tables or graphs in small groups	Yellow Reader: 118, 119, 124
	Level 5 **Bridging** Predict impact of changes in data displayed in charts, tables or graphs	Yellow Reader: 118, 119, 124
WRITING **Scale &** **proportion**	Level 1 **Entering** Draw and compare dimensions (e.g., width, length, depth) of figures or real-life objects to scale	
	Level 2 **Beginning** Describe differences in figures or real-life objects based on scale and proportion	
	Level 3 **Developing** Compare/contrast figures or real-life objects based on scale and proportion	
	Level 4 **Expanding** Give detailed examples from diagrams of the use of scale and proportion (e.g., in various occupations)	

	Level 5 **Bridging** Report on designing models to scale and proportion (e.g., "If you were an architect…")	
LISTENING **Coordinate planes, graphs & equations**	**Level 1** **Entering** Identify language of basic components of coordinate planes, graphs or equations from figures and oral statements (e.g., x-axis, y-axis, coefficients, variables)	
	Level 2 **Beginning** Create or change graphs, equations or points on coordinate planes from figures and general oral descriptions (e.g., "Shift the graph up by two.")	Yellow Reader: 118, 119,
	Level 3 **Developing** Match specific language of complex graphs, equations or coordinate planes with figures and detailed oral descriptions (e.g., zeros, y-intercept, slope, rise, run, change in x)	Blue Level: 117, 163 Blue Reader: 137
	Level 4 **Expanding** Compare/contrast graphs, equations or coordinate planes from figures and oral scenarios using some technical language (e.g., trends, logarithmic/ exponential growth, periodic motion)	
	Level 5 **Bridging** Analyze graphing techniques, graphical models or equations from oral reading of grade-level material (e.g., best fit lines, connections between multiple representations)	
SPEAKING **Mathematical relations & functions**	**Level 1** **Entering** Name variables from illustrations and notation	
	Level 2 **Beginning** Relate functions of two variables from illustrations and notation	
	Level 3 **Developing** Give examples of representations of functions of two variables from illustrations and notation	Blue Level: 107-108

		Level 4 **Expanding** Interpret representations of functions of two variables with or without visual support	Yellow Reader: 118, 119, 125
		Level 5 **Bridging** Analyze functions of one variable in relation to another (e.g., rates of change, intercepts, zeros, asymptotes)	Yellow Reader: 118, 119, 125
READING **Multidimensional** **shapes**		Level 1 **Entering** Identify basic components of multidimensional shapes from visually supported words or phrases (e.g., segment, angle, side, diagonal)	Red Level: 242, 245, 316
		Level 2 **Beginning** Pair descriptions of multi-dimensional shapes or their components with visually supported sentences (e.g., prism, cube, sphere, cylinder)	Red Level: 246, 247, 316
		Level 3 **Developing** Compare/contrast multi-dimensional shapes or arguments within visually supported text (e.g., based on angles, parallel/perpendicular sides or diagonals, "At least one pair of…")	
		Level 4 **Expanding** Match specific and some technical language associated with components of geometric arguments, constructions or shapes to visually supported text (e.g., ray, alternate interior angles, corresponding sides)	
		Level 5 **Bridging** Analyze and defend geometric arguments, theorems or shapes (e.g., examples v. proofs)	
WRITING **Formulas &** **equations**		Level 1 **Entering** Produce elements of equations or formulas from word/phrase banks and models (e.g., labeling diagrams)	Blue Level: 107, 117, 147

	Level 2 **Beginning** Describe equations or formulas using figures and notation from word/phrase banks and models (e.g., factors, terms)	Blue Level: 107, 108, 147
	Level 3 **Developing** Sequence steps for solving problems involving equations or formulas using figures, notation and sequential language (e.g., "First, put an x in the top half or numerator")	Blue Level: 108, 115-117, 147
	Level 4 **Expanding** Explain uses of equations or formulas using figures, notation and complex sentences (e.g., "Give examples of when you would use…")	
	Level 5 **Bridging** Summarize procedures for solving problems involving formulas and equations (e.g., geometry problems involving algebra)	
ELP Standard 4: **The Language of** **Science, Formative** **Framework**		
LISTENING **Elements &** **compounds**	Level 1 **Entering** Collect and share real life examples of elements and compounds based on oral directions and models	
	Level 2 **Beginning** Distinguish between elements and compounds described orally with visual support or real-life examples with a partner	
	Level 3 **Developing** Build hypotheses from oral descriptions based on use of elements and compounds and share with a partner	
	Level 4 **Expanding** Follow multi-step oral directions with specific and some technical language to test hypotheses about elements and compounds and check with a partner	

		Level 5 **Bridging** Draw conclusions regarding results of scientific investigation involving elements and compounds based on oral explanations	
SPEAKING **Ecology &** **adaptation**		**Level 1** **Entering** Create and present collages or depictions of conservation or ecology from models in small groups	Red Level: 517
		Level 2 **Beginning** Brainstorm ideas about conservation or ecology that affect everyday life (e.g., "What are some examples of pollution?") based on illustrations in small groups	Red Level: 515, 523
		Level 3 **Developing** Suggest ways to resolve issues related to conservation or ecology using visuals or graphic organizers (e.g., "How can we reduce pollution?") in small groups	Blue Level: 515-517
		Level 4 **Expanding** Discuss pros and cons of issues related to conservation or ecology using visuals or graphic organizers in small groups	Blue Level: 515-517
		Level 5 **Bridging** Engage in debates on issues related to conservation or ecology (e.g., global warming, solar heating)	
READING **Genetics &** **heredity**		**Level 1** **Entering** Match pictures or visuals with symbols, words or phrases (e.g., ♀ and females) with a partner	Red Level: 260, 270 Red Reader: 78-79, 80-81
		Level 2 **Beginning** Sort pictures and phrases into categories (e.g., recessive and dominant traits) with a partner	Red Level: 260, 261, 270
		Level 3 **Developing** Predict traits of individuals or groups based on visually supported text (e.g., combination of genes) with a partner	Blue Level: 194

	Level 4 **Expanding** Analyze and identify reasons for genetic alterations based on visually supported text (e.g., mutation) with a partner	
	Level 5 **Bridging** Evaluate theories and practices related to genetics based on grade level materials	
WRITING **Chemical &** **physical change**	**Level 1** **Entering** Answer WH- questions (e.g., on lab reports) based on experiments involving chemical or physical change using drawings, words and phrases in L1 or L2	
	Level 2 **Beginning** Answer questions on lab reports based on experiments involving chemical or physical change using phrases and sentences in L1 or L2	
	Level 3 **Developing** Complete lab reports following step-by-step procedures based on experiments involving chemical or physical change using a series of sentences	
	Level 4 **Expanding** Produce lab reports from outlines or learning logs based on experiments involving chemical or physical change in paragraph form	
	Level 5 **Bridging** Create narrative lab reports based on science experiments involving chemical or physical change	
LISTENING **Atoms &** **molecules/** **Nuclear** **structures**	**Level 1** **Entering** Locate components of elements or compounds from diagrams and oral statements (e.g., atomic structure)	

	Level 2 **Beginning** Identify types or properties of elements or compounds from diagrams and oral statements (e.g., weight of electrons & protons)	
	Level 3 **Developing** Distinguish between types or properties of elements or compounds from diagrams and oral descriptions (e.g., isotopes, ions)	
	Level 4 **Expanding** Compare/contrast functions of atomic or molecular structures or models from diagrams and oral descriptions	
	Level 5 **Bridging** Analyze processes involving atomic or molecular structures from oral descriptions of grade-level material (e.g., radioactive decay)	
SPEAKING **(Food chains/** **Life cycles**	**Level 1** **Entering** Identify components of food chains or life cycles from diagrams or graphic organizers	Red Level: 260, 261, 249
	Level 2 **Beginning** Give examples of components or functions of food chains or life cycles from diagrams or graphic organizers	Red Level: 249
	Level 3 **Developing** Describe sequence within food chains or life cycles from diagrams or graphic organizers	
	Level 4 **Expanding** Explain the importance or impact of the iterative nature of food chains or life cycles	

		Level 5 **Bridging** Discuss how food chains or life cycles within ecosystems are interdependent	
READING **Scientific** **research &** **investigation**		**Level 1** **Entering** Identify data from scientific research from tables, charts or graphs	Red Level: 192, 195, 210, 316
		Level 2 **Beginning** Match sources of data depicted in tables, charts or graphs from scientific studies with research questions	Red Level: 110, 210, 316, 457
		Level 3 **Developing** Describe use of data from scientific research presented in tables, charts or graphs with text	Blue Level: 163-164, 183
		Level 4 **Expanding** Interpret data from scientific research presented in text and tables	Yellow Level: Ch. 28, Les. 1, Connect #4; Ch. 30, Les. 1, Warm-up #2 Yellow Reader: 108-125, 135-136
		Level 5 **Bridging** Infer significance of data presented in grade level text on scientific research	Yellow Level: Ch. 28, Les. 1, Connect #4; Ch. 30, Les. 1, Warm-up #2 Yellow Reader: 108-125, 135-136
WRITING **Taxonomic** **systems**		**Level 1** **Entering** Label examples from different taxonomies using illustrations and word/phrase banks (e.g., one-celled plants and animals)	Red Level: 260, 261 Blue Level: 283
		Level 2 **Beginning** Describe in sentences features of taxonomies depicted in illustrations or graphic organizers	Red Level: 260, 261 Blue Level: 282
		Level 3 **Developing** Summarize in a series of related sentences features of taxonomies depicted in illustrations or graphic organizers	Blue Level: 266-267, 283
		Level 4 **Expanding** Compare/contrast in paragraph form features of taxonomies depicted in illustrations or graphic organizers	Blue Level: 266-267 Yellow Level:

	Level 5 **Bridging** Integrate information about taxonomic systems into essays or reports	
ELP Standard 5: **The Language of** **Social Studies,** **Formative** **Framework**		
LISTENING **Supply &** **demand**	**Level 1** **Entering** Identify resources or products in supply or demand on maps or graphs from oral statements	Red Level: 390, 438
	Level 2 **Beginning** Indicate availability of resources or products in supply or demand from maps or graphs and oral statements	Red Level: 390, 438
	Level 3 **Developing** Compare resources or products in supply or demand from maps or graphs and oral statements	Blue Level: 148
	Level 4 **Expanding** Analyze oral scenarios related to resources or products in supply or demand from maps or graphs	
	Level 5 **Bridging** Interpret cause and effect of resources or products in supply or demand from oral discourse	
SPEAKING **Social issues &** **inequities**	**Level 1** **Entering** Name major social issues or inequities depicted in illustrations (e.g., war) in L1 or L2	Red Level: 125, 215, 470, 478
	Level 2 **Beginning** Characterize major social issues or inequities depicted in illustrations (e.g., slavery) in L1 or L2	Red Level: 125, 478, 479

		Level 3 **Developing** Give examples or descriptions of social issues or inequities depicted in illustrations or political cartoons	Blue Level: 96, 132, 135, 137, 202
		Level 4 **Expanding** Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives	Yellow Level: Ch. 26, Les. 2, Warm Up #2
		Level 5 **Bridging** Discuss and pose solutions to social issues or inequities depicted in illustrations or political cartoons	Yellow Level: Ch. 26, Les. 2, Warm Up #2
READING **Behavior of** **individuals &** **groups**		Level 1 **Entering** Locate visually supported information on behavior of individuals & groups (e.g., from photographs, headlines and bylines in newspapers or magazines)	Red Level: 106, 114, 165
		Level 2 **Beginning** Locate visually supported information on behavior of individuals & groups (e.g., in newspaper, magazine or website articles)	Red Level: 165
		Level 3 **Developing** Compare/contrast visually supported information on behavior of individuals & groups from various news sources	Blue Level: 132
		Level 4 **Expanding** Interpret visually supported information on behavior of individuals & groups from various news sources	Yellow Level: Ch. 26, Les. 2, Warm Up Ch. 28, Les. 2, Extend
		Level 5 **Bridging** Evaluate authenticity of information on behavior of individuals & groups from various news sources	Yellow Level: Ch. 28, Les. 2, Warm Up Ch. 28, Les. 2, Connect #4 Ch. 28, Les. 2, Extend
WRITING **Survey research**		Level 1 **Entering** Answer yes/no or choice questions in visually supported surveys with a partner	Red Level: 453, 516 Red Reader: 100-102

		Level 2 **Beginning** Formulate WH-questions for visually supported survey research from models with a partner	Red Level: 108, 109, 453 Red Reader: 102
		Level 3 **Developing** Describe how to compile and state results of visually supported survey research in small groups	Blue Level: 43
		Level 4 **Expanding** Summarize responses to interview questions from visually supported survey research in small groups	
		Level 5 **Bridging** Interpret results of survey research and pose questions for further study	
LISTENING **Global** **economy**		Level 1 **Entering** Identify products related to economic trends of regions or countries from oral statements and maps or charts (e.g., "Oil is part of the world's economy. Find countries with oil.")	Red Level: 262, 438 Blue Level: 121
		Level 2 **Beginning** Match regions or countries to economic trends from oral descriptions and maps or charts	Red Level: 262, 438 Blue Level: 121
		Level 3 **Developing** Find examples of regions or countries with similar economic trends from descriptive oral scenarios and maps or charts	Blue Level: 121, 132, 167
		Level 4 **Expanding** Compare/contrast economic trends of regions or countries from oral discourse and maps or charts	Yellow Level: Ch. 26, Les. 2, Warm Up
		Level 5 **Bridging** Evaluate impact of economic trends on regions or countries from oral reading of grade-level material	

SPEAKING **Federal, civil** **& individual** **rights**	**Level 1** **Entering** Give examples of federal, civil or individual rights in U.S. or native country using visual support	Red Level: 215, 467, 485
	Level 2 **Beginning** Describe federal, civil or individual rights in U.S. or native country using visual support	Red Level: 215, 467, 485
	Level 3 **Developing** Compare federal, civil or individual rights in U.S. to native or other countries using visual support	
	Level 4 **Expanding** Discuss federal, civil or individual rights in U.S. or native country and their personal impact using visual support	Yellow Level: Ch. 25, Les. 1, Warm up Ch. 25, Les. 1, Extend Ch. 26, Les. 2, Connect #6
	Level 5 **Bridging** Critique federal, civil or individual rights in U.S. or native country giving pros and cons	Yellow Level: Ch. 25, Les. 1, Extend
READING **World** **histories,** **civilizations &** **cultures**	**Level 1** **Entering** Match people or places to periods in world history through illustrations, words/ phrases and timelines	Red Level: 148, 184, 215, 466
	Level 2 **Beginning** Identify features of periods in world history from phrases or sentences and timelines	Red Level: 184, 466, 492
	Level 3 **Developing** Classify features of periods in world history from descriptive sentences and timelines (e.g., government before and after French revolution)	Yellow Level: Ch. 25, Les. 1, Warm up #2 Yellow Reader: Ch. 28, 101
	Level 4 **Expanding** Compare/contrast features of periods in world history based on paragraphs and timelines	Yellow Level: Ch. 25, Les. 1, Warm up Ch. 25, Les. 2, Warm up Ch. 26, Les. 1, Connect #4

		Level 5 **Bridging** Interpret features of periods in world history from grade-level text	Yellow Level: Ch. 25, Les. 1, Warm up Ch. 25, Les. 2, Connect #4-5 Ch. 26, Les. 1, Connect #4-5
WRITING **Historical** **figures & times**		**Level 1** **Entering** Label significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Red Level: 215, 218
		Level 2 **Beginning** Outline contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Red Level: 215, 218 Blue Level: 297, 298
		Level 3 **Developing** Describe contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Blue Level: 132, 297, 298
		Level 4 **Expanding** Discuss how significant individuals or historical times have impacted politics, economics or society using illustrations or photographs	Yellow Level: Ch. 25, Les. 1, Connect #6 Ch. 25, Les. 2, Warm up Ch. 26, Les. 1, Connect #4, 5
		Level 5 **Bridging** Explain and evaluate contributions of significant individuals or historical times in politics, economics or society	