

# ALIGNMENT

## 2007 WIDA ENGLISH-LANGUAGE PROFICIENCY STANDARDS FOR ENGLISH LANGUAGE LEARNERS, GRADES 3-5

AND

## THE *CAROUSEL OF IDEAS*, 4<sup>TH</sup> EDITION PROGRAM – SET 1 & 2



*Carousel of IDEAS* (4<sup>th</sup> Edition) is a comprehensive and systematic English language development program designed for K-5 students.



**Subject Area:** Grade 3-5

**Textbook Title:** Carousel of IDEAS, Sets 1 & 2

**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 *Carousel* components (e.g., activity sheets) that are referenced in the *Teacher's Guide*.

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate locations.)
<b>LISTENING Classroom supplies/ Resources</b>	<b>Level 1 Entering</b> Identify materials needed to complete tasks from realia and oral commands and check with a partner (e.g., "Take out a number 2 pencil.")	<b>Set 1:</b> TG: 51, 76, 82, 91
	<b>Level 2 Beginning</b> Select materials or resources needed to complete tasks based on realia and compound sentences and check with a partner (e.g., "You need your activity sheet and math book.")	<b>Set 1:</b> TG: 51, 76, 82, 91
	<b>Level 3 Developing</b> Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner	<i>This standard is addressed implicitly throughout the program.</i>
	<b>Level 4 Expanding</b> Sequence use of materials or resources needed to complete tasks based on realia and oral directions and check with a partner	<b>Set 2:</b> TG: 580

	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., “I may need to change my answer. Which kind of writing tool would be best?”)</p>	<i>This standard is addressed implicitly throughout the program.</i>
<b>SPEAKING Information gathering</b>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Seek assistance from peers or teachers to gather information (e.g., for assignments) in L1 or L2</p>	<b>Set 1:</b> TG: 171, 526, 592, 604
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Respond to questions from peers or teachers about information gathering (e.g., finding meaning of words) in L1 or L2</p>	<b>Set 1:</b> TG: 171, 526, 592, 604 <b>Set 2:</b> TG: 42,53,59
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Ask questions to obtain information to share with peers in L1 or L2</p>	<b>Set 1:</b> TG: 50, 51, 71, 81 <b>Set 2:</b> TG: 48, 410-411, 421
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Clarify information by restating or rephrasing ideas to peers in L1 or L2</p>	<b>Set 1:</b> TG: 51 <i>This standard is addressed implicitly throughout the program.</i>
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Offer specific information that supports ideas with peers</p>	<b>Set 1:</b> TG: 54, 78, 146, 174 <b>Set 2:</b> TG: 48, 63, 76
<b>READING Personal experiences</b>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Identify words or phrases related to self or personal experiences from illustrated text or word/phrase walls</p>	<b>Set 1:</b> TG: 53, 78, 146, 174

	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Make predictions from illustrated text using prior knowledge or personal experiences</p>	<p><b>Set 1:</b> TG: 98, 123, 145, 173 <b>Set 2:</b> TG: 57,116,183</p>
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Confirm predictions based on prior knowledge or personal experiences from illustrated text</p>	<p><b>Set 1:</b> TG: 98, 123, 145, 173 <b>Set 2:</b> TG: 55, 115, 149</p>
	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Compare/contrast personal experiences with those in illustrated text</p>	<p><b>Set 1:</b> TG: 54, 78, 146, 174 <b>Set 2:</b> TG: 91, 340, 554 <i>This standard is addressed throughout the program.</i></p>
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Evaluate validity of information in grade level text based on personal experiences</p>	<p><b>Set 1:</b> TG: 55, 79, 147, 175 <b>Set 2:</b> TG: 88, 278, 307</p>
<b>WRITING</b> <b>Health &amp; safety</b>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p>Draw, label or list substances or objects around school, home or community related to health or safety from visuals in L1 or L2</p>	<p><b>Set 1:</b> TG: 645, 646, 647</p>
	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Describe health or safety practices around school, home or community from visuals (e.g., pedestrian safety) in L1 or L2</p>	<p><b>Set 1:</b> TG: 302, 303, 502, 645</p>
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Sequence health or safety procedures or practices at school, home or community from visuals (e.g., fire or disaster drills, accidents on the playground) in L1 or L2</p>	<p><b>Set 1:</b> TG: 645</p>

	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Provide examples and strategies for maintaining health or safety at school, home or community from visuals in L1 or L2</p>	<b>Set 1:</b> TG: 645, 646, 647
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Create pieces (e.g., brochures or newsletters) about safety or health issues with classroom, school, home or community examples</p>	<b>Set 1:</b> TG: 646, 647
<b>LISTENING Following Directions</b>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Follow one-step oral commands supported visually or modeled</p>	<b>Set 1:</b> TG: 45, 47, 48, 59 <b>Set 2:</b> TG: 48,52,85
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Follow two-step oral commands supported visually that involve language of request (e.g., "Please open your book <i>and</i> point to a picture.")</p>	<b>Set 1:</b> TG: 61, 120, 291, 372 <b>Set 2:</b> TG: 44, 53, 65
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Follow multi-step oral commands supported visually that incorporate language of request (e.g., "I'm asking you to close your book, put it in your desk and get in line.")</p>	<b>Set 1:</b> TG: 91, 93, 368, 372, 441, 567, 570 <b>Set 2:</b> TG: 200, 440, 450
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Follow a series of oral directions supported visually that involve language of request (e.g., "First, I would like you to... Then, please... Finally,...")</p>	<b>Set 1:</b> TG: 91, 93, 567, 570
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Follow multiple linguistically complex oral directions that involve language of request (e.g., "Before you wash your hands please be so kind as to clean up the mess under your desk.")</p>	<b>Set 1:</b> TG: 91, 93, 567, 570

<b>SPEAKING</b> <b>Personal information/ Opinions</b>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p>Produce words in response to WH questions about self from picture prompts and models</p>	<p><b>Set 1:</b> TG: 50, 51, 59, 62  <b>Set 2:</b> TG: 62-63</p>
	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Produce phrases or short sentences in response to personal, open-ended questions from picture prompts</p>	<p><b>Set 1:</b> TG: 50, 51, 59, 62  <b>Set 2:</b> TG: 42, 62, 103</p>
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Use sentences to provide information about self or opinions in response to picture prompts</p>	<p><b>Set 1:</b> TG: 50, 51, 59, 62  <b>Set 2:</b> TG: 43, 453, 492</p>
	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Express connected ideas to relate personal information or opinions using picture prompts</p>	<p><b>Set 1:</b> TG: 50, 51, 59, 62  <b>Set 2:</b> TG: 382, 522, 556</p>
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Provide extended discourse with justification in regard to personal information or opinions</p>	<p><b>Set 1:</b> TG: 50, 51, 59, 62  <b>Set 2:</b> TG: 89, 425, 643</p>
<b>READING</b> <b>Leisure activities</b>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p>Select general themes related to leisure activities from pictures and words or phrases (e.g., "Play ball.")</p>	<p><b>Set 2:</b> TG:300-301</p>
	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule)</p>	<p><b>Set 1:</b> TG: 136, 531, 638</p>
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Identify overall message from visually or graphically supported examples of leisure activities</p>	<p><b>Set 1:</b> TG: 136, 531, 638  <b>Set 2:</b> TG:300-301</p>

	<p><b>Level 4 Expanding</b></p> <p>Compare information from visually or graphically supported text on leisure activities (e.g., soccer schedule for September and October)</p>	
	<p><b>Level 5 Bridging</b></p> <p>Infer information on leisure activities from text (e.g., soccer team's travel schedule)</p>	
<b>WRITING Rules or procedures</b>	<p><b>Level 1 Entering</b></p> <p>Produce words/phrases associated with school rules or procedures from illustrated scenes and models</p>	<b>Set 1:</b> TG: 645, 646
	<p><b>Level 2 Beginning</b></p> <p>List dos and don'ts regarding school rules or procedures from illustrated scenes (e.g., "Don't run in the halls.")</p>	<b>Set 1:</b> TG: 645, 646
	<p><b>Level 3 Developing</b></p> <p>Give examples of school rules or procedures from illustrated scenes for specific situations (e.g. fire drills, lunchroom)</p>	<b>Set 1:</b> TG: 645, 646 <b>Set 2:</b> TG: 337-339, 343
	<p><b>Level 4 Expanding</b></p> <p>Explain the usefulness or importance of school rules or procedures from illustrated scenes of specific situations</p>	<b>Set 1:</b> TG: 645, 646 <b>Set 2:</b> TG: 343
	<p><b>Level 5 Bridging</b></p> <p>Discuss or propose modifications to or consequences of breaking school rules or procedures</p>	<b>Set 1:</b> TG: 645, 646 <b>Set 2:</b> TG: 337-339, 343

<p><b>ELP Standard 2: The Language of Language Arts, Formative Framework</b></p>		
<p><b>LISTENING Example Genre Mysteries</b></p>	<p><b>Level 1 Entering</b> Match pictures to individual clues based on oral statements with a partner</p>	
	<p><b>Level 2 Beginning</b> Identify pictures associated with solutions to short mysteries read aloud with a partner</p>	
	<p><b>Level 3 Developing</b> Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions in cooperative groups</p>	
	<p><b>Level 4 Expanding</b> Sequence pictures of clues/pieces of evidence from mysteries read aloud in cooperative groups</p>	
	<p><b>Level 5 Bridging</b> Apply analogies of events or characters in mysteries read aloud to students' lives</p>	
<p><b>LISTENING Example Topic Comprehension strategies</b></p>	<p><b>Level 1 Entering</b> Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension</p>	<p><b>Set 1:</b> TG: 54, 78, 99, 300</p>
	<p><b>Level 2 Beginning</b> Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension</p>	<p><b>Set 1:</b> TG: 54, 78, 123, 174</p>

	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p style="text-align: center;">Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension</p>	<p><b>Set 1:</b> TG: 54, 55, 174 <b>Set 2:</b> TG: 219, 237, 294</p>
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p style="text-align: center;">Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies</p>	<p><b>Set 1:</b> TG: 174, 199, 275 <b>Set 2:</b> TG: 257, 334, 328</p>
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p style="text-align: center;">Connect information from oral reading of grade level material to demonstrate Comprehension strategies (e.g., “Show me two sentences that go together.”)</p>	<p><b>Set 1:</b> TG: 54, 55, 78, 174 <b>Set 2:</b> TG: 285, 319, 364</p>
<p style="text-align: center;"><b>SPEAKING Example Genre Fantasies</b></p>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p style="text-align: center;">Answer WH- or choice questions about pictures of imaginary people, objects or situations from peers in L1 or L2</p>	<p><b>Set 1:</b> TG: 174, 176, 327, 328 <b>Set 2:</b> TG: 63</p>
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p style="text-align: center;">Describe pictures of imaginary people, objects or situations to peers in L1 or L2</p>	<p><b>Set 1:</b> TG: 174, 176, 327, 328 <b>Set 2:</b> TG: 54, 63</p>
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p style="text-align: center;">Provide details of pictures of imaginary people, objects or situations to peers</p>	<p><b>Set 1:</b> TG: 174, 176, 327, 328 <b>Set 2:</b> TG: 54, 63, 80</p>
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p style="text-align: center;">Develop and enact scenarios from pictures of imaginary people, objects or situations with peers</p>	<p><b>Set 1:</b> TG: 174, 176, 327, 328 <b>Set 2:</b> TG: 251, 310, 384</p>
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p style="text-align: center;">Make up fantasies about imaginary people, objects or situations and share with peers</p>	<p><b>Set 1:</b> TG: 174, 176, 327, 328 <b>Set 2:</b> TG: 54, 63, 184</p>

<b>SPEAKING</b> <i>Example Topic</i> <b>Points of view</b>	<b>Level 1</b> <b>Entering</b> Describe self with words and gestures (e.g., features, likes and dislikes)	<b>Set 1:</b> TG: 59, 61, 62
	<b>Level 2</b> <b>Beginning</b> Compare self with familiar persons(e.g., friends, family members, movie stars) using photographs, pictures or graphic organizers	<b>Set 1:</b> TG: 59, 61, 62
	<b>Level 3</b> <b>Developing</b> Compare self with characters in literary works using graphic organizers or technology	<b>Set 2:</b> TG: 644
	<b>Level 4</b> <b>Expanding</b> Compare self with motives or points of view of characters in literary works using graphic organizers or technology	
	<b>Level 5</b> <b>Bridging</b> Explain differences between self-motives or points of view and those of characters in literary works using graphic organizers or technology	
<b>READING</b> <i>Example Genre</i> <b>Biographies &amp; autobiographies</b>	<b>Level 1</b> <b>Entering</b> Find identifying information on biographies from words or phrases in illustrated books or word/phrase walls using physical activity	<b>Set 1:</b> TG: 526
	<b>Level 2</b> <b>Beginning</b> Sequence events in biographical sketches in illustrated books using graphic organizers or physical activity	<b>Set 1:</b> TG: 220 <b>Set 2:</b> TG: 90
	<b>Level 3</b> <b>Developing</b> Sort relevant from irrelevant biographical information in illustrated books using graphic organizers or physical activity	

	<p><b>Level 4 Expanding</b></p> <p>Compare/contrast biographical information of two persons in illustrated books using graphic organizers or physical activity</p>	<b>Set 2:</b> TG: 91
	<p><b>Level 5 Bridging</b></p> <p>Synthesize biographical information of two persons from grade level material to form opinions on people</p>	
<p><b>READING Example Topic Fact or opinion</b></p>	<p><b>Level 1 Entering</b></p> <p>Match labels or identify facts from illustrations and phrases (e.g., “I see...,” “There is...”)</p>	<p><b>Set 1:</b> TG: 54, 146, 174, 300 <b>Set 2:</b> TG: 332, 335, 364</p>
	<p><b>Level 2 Beginning</b></p> <p>Identify language associated with fact in fiction or non-fiction illustrated paragraphs (e.g., “I know that...,” “It is true that...”)</p>	<p><b>Set 1:</b> TG: 173, 174, 326, 604, 628, 649 <b>Set 2:</b> TG: 371-372</p>
	<p><b>Level 3 Developing</b></p> <p>Sort language associated with fact or opinion in fiction or non-fiction illustrated text (e.g., “I think that...,” “We believe that...,” “It could be...”)</p>	<p><b>Set 1:</b> TG: 604, 628 <b>Set 2:</b> TG: 338, 367, 395</p>
	<p><b>Level 4 Expanding</b></p> <p>Differentiate between statements of fact and opinion found in various illustrated reading selections</p>	<b>Set 1:</b> TG: 604, 628
	<p><b>Level 5 Bridging</b></p> <p>Identify authors’ purpose associated with fact or opinion in fiction or non-fiction from grade level text</p>	<b>Set 1:</b> TG: 604, 628
<p><b>READING Example Topic Fluency strategies</b></p>	<p><b>Level 1 Entering</b></p> <p>Use cues for sounding out unfamiliar words with accompanying visuals</p>	<b>Set 1:</b> TG: 70, 73, 279, 349

	<p align="center"><b>Level 2 Beginning</b></p> <p>Match visually supported context cues with statements to find meaning and facilitate fluency</p>	<p><b>Set 1:</b> TG: 70, 73, 205, 279, 349</p>
	<p align="center"><b>Level 3 Developing</b></p> <p>Show how to use punctuation cues to facilitate expression and fluency with visually supported text</p>	<p><b>Set 1:</b> TG: 444, 449, 450, 458 <b>Set 2:</b> TG: 613</p>
	<p align="center"><b>Level 4 Expanding</b></p> <p>Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text</p>	<p><i>This standard is addressed throughout the program.</i></p>
	<p align="center"><b>Level 5 Bridging</b></p> <p>Apply strategies to adjust pace and expression while reading orally</p>	<p><b>Set 1:</b> TG: 458, 459 <i>This standard is addressed throughout the program.</i></p>
<p><b>WRITING Example Genre Narratives</b></p>	<p align="center"><b>Level 1 Entering</b></p> <p>Respond to illustrated events using words or phrases based on models in round tables with peers</p>	<p><b>Set 1:</b> TG: 175, 176, 300, 353</p>
	<p align="center"><b>Level 2 Beginning</b></p> <p>List illustrated events using phrases or short sentences based on models in round tables with peers</p>	<p><b>Set 1:</b> TG: 175, 176, 300, 353</p>
	<p align="center"><b>Level 3 Developing</b></p> <p>Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers</p>	<p><b>Set 1:</b> TG: 323, 324, 325, 605, 653 <b>Set 2:</b> TG: 58, 90, 117</p>
	<p align="center"><b>Level 4 Expanding</b></p> <p>Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits</p>	<p><b>Set 1:</b> TG: 323, 324, 325, 605, 653 <b>Set 2:</b> TG: 58, 90, 307</p>

	<p><b>Level 5 Bridging</b></p> <p>Produce grade level narrative stories or reports using process writing</p>	<p><b>Set 1:</b> TG: 323, 324, 325, 605, 653 <b>Set 2:</b> TG: 91, 160, 570</p>
<p><b>WRITING</b> <i>Example Topic</i> <b>Editing &amp; revising</b></p>	<p><b>Level 1 Entering</b></p> <p>Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision</p>	<p><b>Set 1:</b> TG: 323, 324, 325, 605, 653</p>
	<p><b>Level 2 Beginning</b></p> <p>Create phrases/short sentences from models and check with a partner for edits and revision</p>	<p><b>Set 1:</b> TG: 323, 324, 325, 605, 653</p>
	<p><b>Level 3 Developing</b></p> <p>Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback</p>	<p><b>Set 1:</b> TG: 323, 324, 325, 605, 653 <b>Set 2:</b> TG: 110, 513, 574</p>
	<p><b>Level 4 Expanding</b></p> <p>Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews</p>	<p><b>Set 1:</b> TG: 323, 324, 325, 605, 653 <b>Set 2:</b> TG: 373, 444, 495</p>
	<p><b>Level 5 Bridging</b></p> <p>Self-assess to edit and revise writing to produce final drafts</p>	<p><b>Set 1:</b> TG: 323, 324, 325, 605, 653 <b>Set 2:</b> TG: 499, 513, 574</p>
<p><b>LISTENING</b> <i>Example Genre</i> <b>Mysteries</b></p>	<p><b>Level 1 Entering</b></p> <p>Match pictures to individual clues based on oral statements</p>	
	<p><b>Level 2 Beginning</b></p> <p>Identify pictures associated with solutions to short mysteries read aloud</p>	

	<p align="center"><b>Level 3</b> <b>Developing</b></p> <p align="center">Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions</p>	
	<p align="center"><b>Level 4</b> <b>Expanding</b></p> <p align="center">Sequence pictures of clues/pieces of evidence from mysteries read aloud</p>	
	<p align="center"><b>Level 5</b> <b>Bridging</b></p> <p align="center">Apply analogies of events or characters in mysteries read aloud to students' lives</p>	
<p align="center"><b>LISTENING</b> <i>Example Topic</i> <b>Explicit &amp; inferential information</b></p>	<p align="center"><b>Level 1</b> <b>Entering</b></p> <p align="center">Match oral statements from narrative or expository material to their illustrated representations</p>	<p><b>Set 1:</b> TG: 54, 78, 99, 146</p>
	<p align="center"><b>Level 2</b> <b>Beginning</b></p> <p align="center">Determine literal meanings of oral passages from narrative or expository material and match to illustrations</p>	<p><b>Set 1:</b> TG: 54, 78, 99, 146</p>
	<p align="center"><b>Level 3</b> <b>Developing</b></p> <p align="center">Project next in a sequence from oral discourse on narrative or expository material supported by illustrations</p>	<p><b>Set 1:</b> TG: 150, 179, 578, 580</p>
	<p align="center"><b>Level 4</b> <b>Expanding</b></p> <p align="center">Identify cause/effect in oral discourse from narrative or expository material supported by illustrations</p>	<p><b>Set 1:</b> TG: 174, 199, 225, 248</p>
	<p align="center"><b>Level 5</b> <b>Bridging</b></p> <p align="center">Make connections and draw conclusions from oral discourse using grade level materials</p>	<p><b>Set 1:</b> TG: 174, 199, 225, 248 <b>Set 2:</b> TG: 249, 307, 339</p>

<b>SPEAKING</b> <i>Example Genre</i> <b>Fantasies</b>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p style="text-align: center;">Answer WH- questions to distinguish between pictures of real and imaginary people, objects or situations</p>	<b>Set 1:</b> TG: 174, 176, 327, 328
	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p style="text-align: center;">Describe pictures of imaginary people, objects or situations</p>	<b>Set 1:</b> TG: 174, 176, 327, 328 <b>Set 2:</b> TG: 54,63
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p style="text-align: center;">Provide details of pictures of imaginary people, objects or situations</p>	<b>Set 1:</b> TG: 174, 176, 327, 328 <b>Set 2:</b> TG: 170, 210, 332
	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p style="text-align: center;">Complete scenarios from pictures of imaginary people, objects or situations</p>	<b>Set 1:</b> TG: 174, 176, 327, 328 <b>Set 2:</b> TG: 251, 310, 384
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p style="text-align: center;">Make up fantasies about imaginary people, objects or situations</p>	<b>Set 1:</b> TG: 174, 176, 327, 328 <b>Set 2:</b> TG: 54, 63, 184
<b>SPEAKING</b> <i>Example Topic</i> <b>Story elements &amp; types of genres</b>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p style="text-align: center;">Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually</p>	<b>Set 1:</b> TG: 173, 198, 327, 649
	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p style="text-align: center;">Describe story elements of various genres supported by illustrations</p>	<b>Set 1:</b> TG: 173, 198, 327, 649
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p style="text-align: center;">Summarize story lines, issues or conflicts in various genres supported by illustrations</p>	<b>Set 1:</b> TG: 174, 175, 199, 326

	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations</p>	<p><b>Set 1:</b> TG: 174, 175, 326</p>
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Propose options or solutions to issues in various genres and support responses with details</p>	<p><b>Set 1:</b> TG: 174, 175, 326 <b>Set 2:</b> TG: 251, 310</p>
<p><b>READING</b> <i>Example Genre</i> <b>Biographies &amp; Autobiographies</b></p>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Find identifying information on biographies from illustrations, words or phrases</p>	<p><b>Set 1:</b> TG: 526</p>
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Sequence events in biographical sketches using illustrations and graphic organizers (e.g., time lines)</p>	<p><b>Set 1:</b> TG:220 <b>Set 2:</b> TG: 90</p>
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Sort relevant from irrelevant biographical information using illustrations and graphic organizers</p>	
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Compare/contrast biographical information of two persons using illustrations and graphic organizers</p>	<p><b>Set 2:</b> TG: 91</p>
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Synthesize biographical information of two persons from grade level material to form opinions on people</p>	
<p><b>READING</b> <i>Example Topic</i> <b>Main Ideas &amp; details</b></p>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Find identifying information illustrative of main ideas from illustrations, words or phrases</p>	<p><b>Set 1:</b> TG: 174, 199, 225, 625 <i>This standard is addressed throughout the program.</i></p>

	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Sort main ideas and details from sentences using visual support and graphic organizers</p>	<p><b>Set 1:</b> TG: 649, 650 <b>Set 2:</b> TG: 109, 203 <i>This standard is addressed throughout the program.</i></p>
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Match main ideas with their details from paragraphs using visual support and graphic organizers</p>	<p><b>Set 1:</b> TG: 649, 650 <i>This standard is addressed throughout the program.</i></p>
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support</p>	<p><b>Set 1:</b> TG: 649, 650 <i>This standard is addressed throughout the program.</i></p>
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Form or infer main ideas from details using grade-level materials</p>	<p><b>Set 1:</b> TG: 526 <i>This standard is addressed throughout the program.</i></p>
<p><b>WRITING Example Genre Narratives</b></p>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Respond to illustrated events using words or phrases based on models</p>	<p><b>Set 1:</b> TG: 175, 176, 300, 353</p>
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>List illustrated events using phrases or short sentences based on models</p>	<p><b>Set 1:</b> TG: 175, 176, 300, 353</p>
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Depict a series of illustrated events using related sentences in narrative form based on models</p>	<p><b>Set 1:</b> TG: 323, 324, 325, 605, 653 <b>Set 2:</b> TG: 58, 190, 117</p>
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Sequence a series of illustrated events using paragraph transitions in narrative form based on models</p>	<p><b>Set 1:</b> TG: 323, 324, 325, 605, 653 <b>Set 2:</b> TG: 58, 90, 307</p>

	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p style="text-align: center;">Produce grade level narrative stories or reports</p>	<p><b>Set 1:</b> TG: 323, 324, 325, 605, 653 <b>Set 2:</b> TG: 91, 160, 510</p>
<p><b>WRITING</b> <i>Example Topic</i> <b>Conventions &amp; mechanics</b></p>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p style="text-align: center;">Identify basic conventions or mechanics in text (e.g., use of capital letters)</p>	<p><b>Set 1:</b> TG: 105, 178, 257, 300, 325</p>
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p style="text-align: center;">Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks)</p>	<p><b>Set 1:</b> TG: 257, 300, 356, 358</p>
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p style="text-align: center;">Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series)</p>	<p><b>Set 1:</b> TG: 323, 324, 325, 581, 605, 653 <b>Set 2:</b> TG: 281, 356, 412</p>
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p style="text-align: center;">Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives)</p>	<p><b>Set 1:</b> TG: 323, 324, 325, 605, 653</p>
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p style="text-align: center;">Provide examples and reasons for use of specified conventions or mechanics (e.g., “Why do we need commas?”)</p>	<p><b>Set 1:</b> TG: 323, 324, 325, 581, 605, 653 <b>Set 2:</b> TG: 281, 356-website-<a href="http://www.ballard-tighe.com/carousel">www.ballard-tighe.com/carousel</a> web, 412</p>
<p><b>ELP Standard 3: The Language of Mathematics, Formative Framework</b></p>		
<p><b>LISTENING</b> <b>Cost/Money</b></p>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p style="text-align: center;">Match prices to goods using visually supported materials (e.g., newspapers or magazines) and oral questions (e.g., “Which one costs a lot?”) with a partner</p>	<p><b>Set 1:</b> TG: 404, 405 <b>Set 2:</b> TG: 413</p>

	<p><b>Level 2 Beginning</b></p> <p>Compare prices of goods using visually supported materials and oral questions (e.g., “Which one costs more, X or Y?”) with a partner</p>	<p><b>Set 1:</b> TG: 404, 405 <b>Set 2:</b> TG: 413</p>
	<p><b>Level 3 Developing</b></p> <p>Analyze prices of goods using visually supported materials and oral questions (e.g., “Which one is the most expensive?”) with a partner</p>	<p><b>Set 2:</b> TG: 413, 316-318</p>
	<p><b>Level 4 Expanding</b></p> <p>Predict prices of goods using visually supported materials and oral questions (e.g., “Which one do you think costs <i>under</i> \$1000?”) with a partner</p>	
	<p><b>Level 5 Bridging</b></p> <p>Make conditional purchases of goods from oral questions (e.g., “If you had \$1000, which items would you buy?”)</p>	<p><b>Set 2:</b> TG: 420, 421, 425</p>
<b>SPEAKING Basic operations</b>	<p><b>Level 1 Entering</b></p> <p>Repeat information about math operations using realia or manipulatives and teacher models (e.g., “Here are 3 groups of 4.”) in L1 or L2</p>	<p><b>Set 1:</b> TG: 59, 63, 217, 411</p>
	<p><b>Level 2 Beginning</b></p> <p>Paraphrase information about math operations using realia or manipulatives and teacher models in L1 or L2</p>	<p><b>Set 1:</b> TG: 59, 63, 217, 411</p>
	<p><b>Level 3 Developing</b></p> <p>Connect new information about math operations to previous experiences using realia or manipulatives</p>	<p><b>Set 1:</b> TG: 59, 63, 217, 411 <b>Set 2:</b> TG: 410, 438, 464</p>

	<p align="center"><b>Level 4 Expanding</b></p> <p align="center">Explain or discuss uses of information about math operations using realia or manipulatives</p>	<p><b>Set 1:</b> TG: 59, 63, 217, 411 <b>Set 2:</b> TG: 410, 471, 476</p>
	<p align="center"><b>Level 5 Bridging</b></p> <p align="center">Integrate or synthesize information about math operations to create own problems</p>	<p><b>Set 2:</b> TG: 413, 430, 440</p>
<b>READING Scale</b>	<p align="center"><b>Level 1 Entering</b></p> <p align="center">Recreate drawings from diagrams and written directions in a small group (e.g., "Make a car like this.")</p>	
	<p align="center"><b>Level 2 Beginning</b></p> <p align="center">Create scale drawings from diagrams or models and written directions in a small group</p>	
	<p align="center"><b>Level 3 Developing</b></p> <p align="center">Construct scale drawings from everyday experiences, diagrams or models and written sets of directions in a small group</p>	
	<p align="center"><b>Level 4 Expanding</b></p> <p align="center">Reproduce scale models from diagrams and written sets of directions in a small group</p>	
	<p align="center"><b>Level 5 Bridging</b></p> <p align="center">Build models to scale based on diagrams and written instructions (e.g., three-dimensional puzzles)</p>	

<b>WRITING Fractions</b>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Label fractional parts of diagrams or realia from number word banks</p>	
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Describe what the fractional parts mean from diagrams or realia in phrases or short sentences</p>	
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences</p>	
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form</p>	
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Create original problems involving fractions embedded in scenarios or situations</p>	
<b>LISTENING Descriptive statistics</b>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Mark position/location of numbers or illustrated objects from oral commands (e.g., “top,” “bottom,” “middle”)</p>	<b>Set 2:</b> TG: 193, 201
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Identify comparative quantities of numbers or illustrated objects from oral commands or questions (e.g., “most,” “least”)</p>	<b>Set 2:</b> TG:102, 137, 469
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Match general and some specific language associated with descriptive statistics to illustrated oral examples</p>	

	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Discriminate between different meanings of language associated with descriptive statistics from illustrated oral discourse</p>	
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Apply technical language related to descriptive statistics to grade-level oral scenarios (e.g., “mean,” “mode,” “median,” “range”)</p>	
<b>SPEAKING</b> <b>Strategies for</b> <b>problem solving</b>	<p style="text-align: center;"><b>Level 1</b> <b>Entering</b></p> <p>State words in figures or formulas from illustrated examples (e.g., X in 3 X 5 says “times”)</p>	
	<p style="text-align: center;"><b>Level 2</b> <b>Beginning</b></p> <p>Use general vocabulary in math sentences from illustrated examples (e.g., “You <i>times</i> three <i>by</i> five.”)</p>	
	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Relate multiple uses of specific vocabulary in illustrated math sentences (e.g., “How many are left when you take away?” “Which number is to the left?”)</p>	
	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Paraphrase illustrated math sentences using specific or technical vocabulary (e.g., “How many are <i>left?</i>” means, ‘What is the <i>remainder?</i>’”)</p>	
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Explain different ways of problem solving grade-level examples using specific or technical vocabulary</p>	

<p><b>READING</b> Large whole numbers</p>	<p><b>Level 1</b> <b>Entering</b> Identify large whole numbers from pictures and models (e.g., "This number has 7 places.")</p>	<p><b>Set 2:</b> TG: 476</p>
	<p><b>Level 2</b> <b>Beginning</b> Identify large whole numbers from pictures or models and phrases or short sentences</p>	<p><b>Set 2:</b> TG: 466</p>
	<p><b>Level 3</b> <b>Developing</b> Sort examples of large whole numbers from pictures or models and text (e.g., those more than and less than one thousand)</p>	
	<p><b>Level 4</b> <b>Expanding</b> Compare examples of large whole numbers presented in pictures and text</p>	<p><b>Set 2:</b> TG:469</p>
	<p><b>Level 5</b> <b>Bridging</b> Match situations to use of large whole numbers from grade-level text</p>	<p><b>Set 2:</b> TG: 476</p>
<p><b>WRITING</b> Three-dimensional shapes</p>	<p><b>Level 1</b> <b>Entering</b> Reproduce names of three-dimensional shapes from labeled models (e.g., cones, cylinders or prisms)</p>	
	<p><b>Level 2</b> <b>Beginning</b> Make lists of real-world examples of three-dimensional Shapes from labeled models</p>	
	<p><b>Level 3</b> <b>Developing</b> Describe attributes of three-dimensional shapes from labeled models</p>	

	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Compare/contrast attributes of three-dimensional Shapes from labeled models or charts (e.g., “A __ is like a __ because __.”)</p>	
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Incorporate descriptions of three-dimensional shapes into real-world situations</p>	
<b>ELP Standard 4: The Language of Science, Formative Framework</b>		
<b>LISTENING Foods &amp; nutrition</b>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p>Choose foods from realia, magazines or newspapers following oral directions</p>	<b>Set 1:</b> TG: 264, 265, 266, 468
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p>Classify foods from realia, magazines or newspapers following oral directions</p>	<b>Set 1:</b> TG: 264, 266, 466, 468
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p>Compare choices of foods by following oral directions with visual support</p>	<b>Set 1:</b> TG: 442, 445-446, 474
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p>Evaluate choices of foods by following oral descriptions (e.g., “Choose the most nutritious food in this group.”)</p>	<b>Set 1:</b> TG: 442, 445-446
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p>Design meals by making choices of foods following a series of oral descriptions</p>	

<p><b>SPEAKING</b> <b>Nature</b></p>	<p><b>Level 1</b> <b>Entering</b> Organize and identify natural phenomena from real-life examples (e.g., “leaves,” “insects,” “rocks”) in small groups</p>	
	<p><b>Level 2</b> <b>Beginning</b> Describe natural phenomena from real life examples using general vocabulary (e.g., “This leaf has five points.”) in small groups</p>	<p><b>Set 2:</b> TG: 201, 494-495</p>
	<p><b>Level 3</b> <b>Developing</b> Categorize natural phenomena from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups</p>	<p><b>Set 2:</b> TG: 82-83, 494-495, 499, 528</p>
	<p><b>Level 4</b> <b>Expanding</b> Compare features of natural phenomena from real-life examples using specific and some technical vocabulary (e.g., “This leaf has five veins while this one has two.”) in small groups</p>	<p><b>Set 2:</b> TG: 499, 528</p>
	<p><b>Level 5</b> <b>Bridging</b> Discuss and explain physical relationships among natural phenomena from real life examples using technical vocabulary</p>	
<p><b>READING</b> <b>Ecology &amp; conservation</b></p>	<p><b>Level 1</b> <b>Entering</b> Sort real-life objects according to labels (e.g., recyclable and not recyclable)</p>	
	<p><b>Level 2</b> <b>Beginning</b> Identify ways to conserve from pictures and written text</p>	
	<p><b>Level 3</b> <b>Developing</b> Sequence descriptive sentences and pictures to illustrate forms of conservation (e.g., recycling process)</p>	

	<p><b>Level 4 Expanding</b></p> <p>Find solutions to conservation issues presented in illustrated texts or websites</p>	
	<p><b>Level 5 Bridging</b></p> <p>Research better or new ways to conserve using grade level materials</p>	
<b>WRITING Earth's history</b>	<p><b>Level 1 Entering</b></p> <p>Label features of the Earth based on diagrams or models (e.g., its layers)</p>	
	<p><b>Level 2 Beginning</b></p> <p>Classify features of the Earth, past or present, from diagrams or graphic organizers using phrases or short sentences</p>	
	<p><b>Level 3 Developing</b></p> <p>Describe features of the Earth, past or present, from diagrams or graphic organizers using related sentences</p>	
	<p><b>Level 4 Expanding</b></p> <p>Differentiate features of the Earth in past, present or future from diagrams or graphic organizers using paragraphs</p>	
	<p><b>Level 5 Bridging</b></p> <p>Compose fictional and non-fictional multi-paragraph pieces about the Earth's features</p>	
<b>LISTENING States of matter</b>	<p><b>Level 1 Entering</b></p> <p>Identify examples of states of matter from oral statements with visual support</p>	

	<p><b>Level 2 Beginning</b></p> <p>Distinguish among examples of states of matter from oral statements and visual support</p>	
	<p><b>Level 3 Developing</b></p> <p>Identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid)</p>	
	<p><b>Level 4 Expanding</b></p> <p>Hypothesize change in states of matter from oral descriptions (e.g. "I take ice cubes out of the freezer. I put them in the sun. What will happen?")</p>	
	<p><b>Level 5 Bridging</b></p> <p>Determine relationships between states of matter from oral discourse</p>	
<b>SPEAKING Body or living systems</b>	<p><b>Level 1 Entering</b></p> <p>Answer questions that name basic parts of systems depicted visually and modeled (e.g., "Your arm is a bone. What is another bone?")</p>	<b>Set 1:</b> TG: 639, 640, 652
	<p><b>Level 2 Beginning</b></p> <p>Classify or give examples of parts of systems depicted visually (e.g., "Heart and blood go together.")</p>	<b>Set 1:</b> TG: 141, 317, 318, 640
	<p><b>Level 3 Developing</b></p> <p>Describe functions of systems or their parts using visual support</p>	<b>Set 1:</b> TG: 317, 318, 652-653
	<p><b>Level 4 Expanding</b></p> <p>Discuss importance or usefulness of systems or their parts using visual support</p>	<b>Set 1:</b> TG: 652-653

	<p><b>Level 5 Bridging</b></p> <p>Imagine how change affects systems or their parts (e.g., “How might breaking an arm change your daily life?”)</p>	
<p><b>READING Earth materials</b></p>	<p><b>Level 1 Entering</b></p> <p>Match labeled pictures representing earth materials with vocabulary (e.g., “Which one is a rock?”)</p>	
	<p><b>Level 2 Beginning</b></p> <p>Sort descriptive phrases according to pictures of earth materials</p>	
	<p><b>Level 3 Developing</b></p> <p>Differentiate among earth materials using charts, tables or graphic organizers</p>	
	<p><b>Level 4 Expanding</b></p> <p>Interpret information on earth materials from charts, tables or graphic organizers</p>	
	<p><b>Level 5 Bridging</b></p> <p>Apply information on earth materials to new contexts using grade level text</p>	
<p><b>WRITING Solar system</b></p>	<p><b>Level 1 Entering</b></p> <p>Copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., “planets,” “stars”)</p>	
	<p><b>Level 2 Beginning</b></p> <p>Describe features of astronomical objects from labeled diagrams</p>	
	<p><b>Level 3 Developing</b></p> <p>Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun)</p>	

	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p style="text-align: center;">Discuss relationships between astronomical objects from diagrams or graphs</p>	
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p style="text-align: center;">Evaluate potential usefulness of astronomical objects (e.g., life on the moon solar power)</p>	
<p><b>ELP Standard 5: The Language of Social Studies, Formative Framework</b></p>		
<p><b>LISTENING Tools &amp; Artifacts Time long ago</b></p>	<p style="text-align: center;"><b>Level 1 Entering</b></p> <p style="text-align: center;">Identify tools or artifacts of the past (e.g., from indigenous cultures) from pictures and oral statements in small groups</p>	
	<p style="text-align: center;"><b>Level 2 Beginning</b></p> <p style="text-align: center;">Identify uses of tools or artifacts of the past from pictures and detailed oral descriptions in small groups</p>	
	<p style="text-align: center;"><b>Level 3 Developing</b></p> <p style="text-align: center;">Match pictures of tools or artifacts of the past within their environments with illustrated oral scenarios in small groups</p>	
	<p style="text-align: center;"><b>Level 4 Expanding</b></p> <p style="text-align: center;">Re-enact the past involving the creation or use of tools or artifacts based on illustrated oral readings, videos or movies in small groups</p>	
	<p style="text-align: center;"><b>Level 5 Bridging</b></p> <p style="text-align: center;">Interpret work of paleontologists and anthropologists through role play based on oral readings, videos or movies</p>	

<p><b>SPEAKING</b>  <b>Maps &amp; globes/  Locations</b></p>	<p><b>Level 1</b>  <b>Entering</b>  Locate and show places on maps or globes (e.g., “Here is Delaware.”) in L1 or L2 with a partner</p>	<p><b>Set 1:</b> TG: 192, 194</p>
	<p><b>Level 2</b>  <b>Beginning</b>  Define locations of places on maps or globes (e.g., using relational language “Wisconsin is between Minnesota and Michigan.”) in L1 or L2 with a partner</p>	<p><b>Set 1:</b> TG: 192, 194</p>
	<p><b>Level 3</b>  <b>Developing</b>  Detail locations of places on maps or globes (e.g., using descriptive language) with a partner</p>	<p><b>Set 1:</b> TG: 116, 192, 194, 528, 529</p>
	<p><b>Level 4</b>  <b>Expanding</b>  Give directions from one place/location to another on maps or globes (e.g., using sequential language) to a partner</p>	
	<p><b>Level 5</b>  <b>Bridging</b>  Give explanations for places/locations on maps or globes (e.g., “I know this city is the capital because there is a star.”)</p>	
<p><b>READING</b>  <b>Immigration/  Migration</b></p>	<p><b>Level 1</b>  <b>Entering</b>  Trace immigration/ migration routes on globes or maps with a partner</p>	
	<p><b>Level 2</b>  <b>Beginning</b>  Match immigration/ migration routes on globes or maps to text and share with a partner</p>	
	<p><b>Level 3</b>  <b>Developing</b>  Organize information on immigration/ migration based on investigation using graphic or visual support with a partner</p>	

	<p><b>Level 4 Expanding</b></p> <p>Compare information on immigration/ migration based on investigation (e.g. in websites, newspapers or libraries) using graphic or visual support with a partner</p>	
	<p><b>Level 5 Bridging</b></p> <p>Identify reasons or explanations for immigration/migration based on investigation using grade level multicultural texts</p>	
<p><b>WRITING</b> Historical events</p>	<p><b>Level 1 Entering</b></p> <p>Reproduce historical highlights from labeled timelines or visually supported headlines</p>	<p><b>Set 1:</b> TG: 526 <b>Set 2:</b> TG: 51, 590</p>
	<p><b>Level 2 Beginning</b></p> <p>Create phrases or short sentences from timelines or visually supported headlines</p>	<p><b>Set 1:</b> TG: 526 <b>Set 2:</b> TG: 51, 591</p>
	<p><b>Level 3 Developing</b></p> <p>Make entries of related sentences (e.g., in journals or logs) based on timelines or visually supported text</p>	<p><b>Set 2:</b> TG: 51</p>
	<p><b>Level 4 Expanding</b></p> <p>Produce reports by summarizing information (e.g., using first person)</p>	<p><b>Set 1:</b> TG: 443-444, 526</p>
	<p><b>Level 5 Bridging</b></p> <p>Compose historical documentaries from multiple sources (e.g., using third person)</p>	
<p><b>LISTENING</b> Trade routes</p>	<p><b>Level 1 Entering</b></p> <p>Identify information on trade routes from oral statements supported graphically or visually (e.g., points on timelines or icons on maps)</p>	

	<p align="center"><b>Level 2 Beginning</b></p> <p>Arrange information on trade routes from oral directions supported visually or graphically (e.g., timelines, graphs, charts, maps)</p>	
	<p align="center"><b>Level 3 Developing</b></p> <p>Order or sequence information on trade routes from oral directions supported visually or graphically</p>	
	<p align="center"><b>Level 4 Expanding</b></p> <p>Interpret information on trade routes from oral descriptions supported visually or graphically</p>	
	<p align="center"><b>Level 5 Bridging</b></p> <p>Draw conclusions from information on trade routes from oral discourse supported visually or graphically</p>	
<b>SPEAKING Explorers</b>	<p align="center"><b>Level 1 Entering</b></p> <p>Provide information about explorers depicted in illustrated scenes</p>	<b>Set 2: TG: 66</b>
	<p align="center"><b>Level 2 Beginning</b></p> <p>Give examples of what explorers do or did from illustrated scenes</p>	<b>Set 2: TG: 66</b>
	<p align="center"><b>Level 3 Developing</b></p> <p>State reasons for exploration from maps, charts or timelines</p>	
	<p align="center"><b>Level 4 Expanding</b></p> <p>Compare/contrast accomplishments of explorers from maps, charts or timelines</p>	

	<p align="center"><b>Level 5 Bridging</b></p> <p align="center">Explain, with details, contributions of explorers to history</p>	
<p><b>READING</b> Historical events, figures, &amp; leaders</p>	<p align="center"><b>Level 1 Entering</b></p> <p align="center">Match examples of historical events with illustrations and labels</p>	
	<p align="center"><b>Level 2 Beginning</b></p> <p align="center">Identify features, people or historical events depicted in illustrations and phrases</p>	<p><b>Set 1: TG: 526</b></p>
	<p align="center"><b>Level 3 Developing</b></p> <p align="center">Compare/contrast different time periods or people using graphic organizers and sentences</p>	
	<p align="center"><b>Level 4 Expanding</b></p> <p align="center">Interpret effects of historical events on people's lives during different time periods using graphic organizers and text</p>	
	<p align="center"><b>Level 5 Bridging</b></p> <p align="center">Detect trends based on historical events or people's actions using grade level text</p>	<p><b>Set 1: TG: 526</b></p>
<p><b>WRITING</b> Communities &amp; regions</p>	<p align="center"><b>Level 1 Entering</b></p> <p align="center">Label features of communities or regions depicted in pictures or maps</p>	<p><b>Set 1: TG: 191-192, 194</b></p>
	<p align="center"><b>Level 2 Beginning</b></p> <p align="center">Describe communities or regions depicted in pictures or maps</p>	<p><b>Set 2: TG: 526, 528, 529</b></p>

	<p style="text-align: center;"><b>Level 3</b> <b>Developing</b></p> <p>Compare/contrast different aspects of communities or regions depicted in pictures or maps (e.g., location, people, places, resources)</p>	
	<p style="text-align: center;"><b>Level 4</b> <b>Expanding</b></p> <p>Discuss relationships between communities or regions depicted in pictures or maps</p>	
	<p style="text-align: center;"><b>Level 5</b> <b>Bridging</b></p> <p>Analyze resources of communities or regions and discuss accomplishments or needs</p>	