

ELP Standard 3: The Language of <b>Mathematics</b> , Summative Framework							WIDA Consortium
	Example Topics	Level 1 - Entering	Level 2 - Beginning	Level 3 - Developing	Level 4 - Expanding	Level 5 - Bridging	Level 6 - Reaching
Listening	Two & three dimensional shapes	Identify two- or three dimensional shapes depicted in illustrations described orally (e.g., "Find a shape like the sun.")	Match attributes of two or three-dimensional shapes described orally to objects	Identify objects composed of multiple two- or three dimensional shapes described orally	Construct two- or three-dimensional figures described orally	Change attributes of two- or three dimensional shapes to make others based on oral discourse	
		<b>The opportunity to introduce these standards is available. See the following:</b> <b>Avenues, Level B, Volume 1:</b> T33, T57c, T78-79, T134-135 <b>Avenues, Level B, Volume 2:</b> T6e <b>Avenues, Level C:</b> T127b, T155b, T236b, T258b, T278, T330b					
Speaking	Basic operations	Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements	Restate or paraphrase basic operations from oral statements, referring to pictures of everyday objects	Describe representations of basic operations from pictures of everyday objects and oral descriptions	Compare/contrast language of basic operations from pictures and oral descriptions	Explain basic operations involved in problem solving using pictures and grade level oral descriptions	
		<b>The opportunity to introduce these standards is available. See the following:</b> <b>Avenues, Level B, Volume 1:</b> T62e, T144b <b>Avenues, Level C:</b> T68b, T74g, T194g					
Reading	Estimation  Money	Match labeled pictures with general words related to estimation (e.g., "a lot," "a little") to pictures of varying quantities	Match words or phrases related to estimation (e.g., "about 20 cents") to illustrated word banks of varying quantities	Identify language associated with estimation in illustrated phrases or sentences (e.g., "I see close to 100 nickels.")	Distinguish between language of estimation and language of precision in illustrated sentences	Order illustrated sentences involving the language of estimation used to solve grade level problems	
		<b>The opportunity to introduce these standards is available. See the following:</b> <b>Avenues, Level B, Volume 2:</b> T128e <b>Avenues, Level C:</b> T68b, T74g, T120-121					
Writing	Whole numbers	Find and reproduce number words (e.g., from 1-100) from an assortment of labeled visuals	Distinguish number words from other math words using graphic or visual support and word banks	Group numbers presented in graphs or visuals using phrases or short sentences (e.g., "Th is group has more than 40.")	Compare numbers in graphs or visuals using sentences (e.g., "85 is greater than 75. It goes up higher in the table.")	Describe illustrated scenes or events using numbers in a series of related sentences	
		<b>The opportunity to introduce these standards is available. See the following:</b> <b>Avenues, Level B, Volume 1:</b> T6e, T31a-b, T62e, T88b, T111a, T144b <b>Avenues, Level B, Volume 2:</b> T56b <b>Avenues, Level C:</b> T10f, T22-23, T101a, T189a, T264g, T290a					