

ELP Standard 4: The Language of <b>Science</b> , Formative Framework							WIDA Consortium
	Example Topics	Level 1 - Entering	Level 2 - Beginning	Level 3 - Developing	Level 4 - Expanding	Level 5 - Bridging	Level 6 - Reaching
Listening	Force & motion	Explore movement of real-life objects by following oral commands and modeling	Move real-life objects by following multistep oral directions	Compare movement of objects based on oral statements by pointing to pictures or demonstrating using real-life objects	Predict movement of objects by pointing to pictures or demonstrating based on oral statements	Role play effects of force on motion through gestures or demonstration based on oral scenarios	
		These standards are not addressed in Avenues Levels B & C.					
Speaking	Earth & sky	Name objects of the earth or sky from observation, photographs or models	Describe objects of the earth or sky from observation, photographs or models (e.g., "The sun is big and yellow.")	State relationships between objects of earth or sky using diagrams, photographs or models (e.g., "Mercury is closest to the sun.")	Discuss and show changes in the earth and sky using diagrams, photographs or models (e.g., seasons, day/night)	Report, with details, on topics about the earth and sky (e.g., the Big Dipper) using diagrams, photographs or models	
		The opportunity to address these standards can be found on the following pages: Avenues, Level B, Vol 1: T6-7, T8-9, T9a, T30b, T34e, T34-35, T36g, T36i-53, T56a Avenues, Level B, Vol 2: T128-129, T174i-187, T191a Avenues, Level C: T236b					
Reading	Natural resources	Select labeled natural resources (e.g., sources of water) to make posters from magazine pictures with a partner	Search for words and pictures in big books or illustrated trade books associated with natural resources (e.g., rain or ice) with a partner	Identify illustrated phrases associated with the use of natural resources in activities (e.g., "go swimming") with a partner	Classify illustrated sentences associated with the use/non-use of natural resources in activities with a partner	Sequence sentences to show the use of natural resources in activities (e.g., washing clothes)	
		The opportunity to address these standards can be found on the following pages: Avenues, Level B, Vol 1: T57a Avenues, Level B, Vol 2: T28a, T67, T68i, -T81, T90i-T119, T123a Avenues, Level C: T136a-T193					
Writing	Renewable & non-renewable resources	Label objects that represent renewable and non-renewable materials from real-life or illustrated examples in L1 or L2	List examples of renewable and nonrenewable materials from illustrated word/phrase banks using graphic organizers in L1 or L2	Distinguish between renewable and nonrenewable resources from pictures or real life materials in L1 or L2	Describe goods made from renewable or nonrenewable resources from pictures or real life materials using sentences	Evaluate usefulness of goods made from renewable and nonrenewable resources using a series of related sentences	
		The opportunity to address these standards can be found on the following pages: Avenues, Level C: T76-77, T80i-97, T100a-b, T104-105, T104e, T106i-127, T106g, T130b, T131a, T159a					