

ELP Standard 5: The Language of Social Studies , 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	Neighborhoods/ Communities	Match signs around neighborhoods with actions based on oral commands and pictures, realia or field trips with a partner	Identify signs or places in communities from oral statements and pictures, realia or field trips with a partner	Locate places in relation to other places or signs in neighborhoods or communities from pictures, maps or field trips and oral statements with a partner	Find specific locations on neighborhood or community maps based on detailed oral statements with a partner	Construct or complete neighborhood or community maps with places and signs based on a series of oral directions	
		The opportunity to address these standards can be found on the following pages: Avenues, Level B, Volume 2: T128-131, T131a, T131s, T133, T134g, T134i-T165, T168a-b, T169c, T169a, T171a, T174g, T180-181, T191c Avenues, Level C: T12-15, T16i-33, T37a, T37c, T40-41, T42i-65, T200i-233b, T242i-255b					
Speaking	Families & responsibilities	State what families do based on gestures or modeling in small groups	Share personal responsibilities within a family based on pictures or role playing (e.g., “I feed the dog.”) in small groups	Compare responsibilities of family members based on pictures, role playing or personal experiences in small groups	Propose changes to personal or family responsibilities based on role playing or personal experiences in small groups	Discuss or rate importance of personal or family responsibilities in small groups	
		The opportunity to address these standards can be found on the following pages: Avenues, Level B, Volume 1: T116-117, T117b, T118e, T148e, T149, T160, T173a Avenues, Level B, Volume 2: T8-9, T12g Avenues, Level C: T194-195, T197d, T197g, T197i, T197m					
Reading	Money & banking	Use phonetic clues to sort or match real or visuals of currencies from around the world, (e.g., peso, penny)	Associate words or phrases related to currencies with illustrated word/phrase walls or picture books	Match simple sentences about familiar experiences with uses of currency shown in illustrations	Sequence illustrated sentences about familiar experiences with uses of currency to make a story	Select titles for grade level stories about money and banking	
		The opportunity to introduce these standards can be found on the following pages: Avenues, Level C: T68b, T76-77, T104-105, T106i-T127, T130a-b					
Writing	Homes & habitats	Draw and label pictures of different types of homes or habitats from models (e.g., on bulletin boards)	Identify different types of homes or habitats from pictures or models using general vocabulary (e.g., “Birds here.”)	Describe different types of homes or habitats from pictures using some specific vocabulary (e.g., “Birds live in nests.”)	Compare different types of homes or habitats from illustrated scenes using specific vocabulary (e.g., hives v. caves)	Produce stories about different types of homes or habitats using grade level vocabulary	
		The opportunity to address these standards can be found on the following pages: Avenues, Level B, Volume 1: T34f, T109a, T144b Avenues, Level B, Volume 2: T12i-25, T28a, T34i-53, T67, T68i-81, T90i-119, T123a Avenues, Level C: T6-9b, T10e, T12g, T12i-25, T28a, T29a-c, T33, T34i-53, T56a-b, T130-131, T169a, T138-139, T267s, T270i-287, T291c, T331a					