

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	Tools & artifacts Time long ago	Identify tools or artifacts of the past (e.g., from indigenous cultures) from pictures and oral statements in small groups	Identify uses of tools or artifacts of the past from pictures and detailed oral descriptions in small groups	Match pictures of tools or artifacts of the past within their environments with illustrated oral scenarios in small groups	Re-enact the past involving the creation or use of tools or artifacts based on illustrated oral readings, videos or movies in small groups	Interpret work of paleontologists and anthropologists through role play based on oral readings, videos or movies	
		The opportunity to address these standards can be found on the following pages: Avenues, Level D: T190-191, T207a-b Avenues, Level E: T344-345 Avenues, Level F: T16-17					
Speaking	Maps & globes/ Locations	Locate and show places on maps or globes (e.g., “Here is Delaware.”) in L1 or L2 with a partner	Define locations of places on maps or globes in L1 or L2 with a partner	Detail locations of places on maps or globes (e.g., using descriptive language) with a partner	Give directions from one place/location to another on maps or globes (e.g., using sequential language) to a partner	Give explanations for places/locations on maps or globes (e.g., “I know this city is the capital because there is a star.”)	
		The opportunity to address these standards can be found on the following pages: Avenues, Level D: T12-15, T19, T42-43, T58b, T58c-d, T118b, T260, T271, T298, T303, T433, T491 Avenues, Level E: T457a-b Avenues, Level F: T117a-b, T184, T186, T226, T256, T260, T263, T265, T267, T269, T271, T273, T275, T375, T441, T443, T467, T468, T471					
Reading	Immigration/ Migration	Trace immigration/migration routes on globes or maps with a partner	Match immigration/migration routes on globes or maps to text and share with a partner	Organize information on immigration/migration based on investigation using graphic or visual support with a partner	Compare information on immigration/migration based on investigation using graphic or visual support with a partner	Identify reasons or explanations for immigration/migration based on investigation using grade level multicultural texts	
		The opportunity to address these standards can be found on the following pages: Avenues, Level D: T300-329, T338-353, T356b, T357a-b, T466-467 Avenues, Level E: T266-267, T268-269, T272-282, T288, T290-291, T292-300, T304a, T305a-b, T308-309, T438a-h Avenues, Level F: T434-435, T436-437, T440-454, T459c-d, T460-461, T462e-f, T462-463, T464-482, T483, T485a-b, T486b, T487a-d, T488-491					
Writing	Historical events	Reproduce historical highlights from labeled timelines or visually supported headlines	Create phrases or short sentences from timelines or visually supported headlines	Make entries of related sentences (e.g., in journals or logs) based on timelines or visually supported text	Produce reports by summarizing information (e.g., using first person)	Compose historical documentaries from multiple sources (e.g., using third person)	
		The opportunity to address these standards can be found on the following pages: Avenues, Level E: T338-339, T363, T367a Avenues, Level F: T286g-h, T182a-T253, T368a-T433l					