

ELP Standard 5: The Language of Social Studies , 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	Trade routes	Identify information on trade routes from oral statements supported graphically or visually	Arrange information on trade routes from oral directions supported visually or graphically (e.g., timelines, graphs, charts, maps)	Order or sequence information on trade routes from oral directions supported visually or graphically	Interpret information on trade routes from oral descriptions supported visually or graphically	Draw conclusions from information on trade routes from oral discourse supported visually or graphically	
		The opportunity to address these standards can be found on the following pages: Avenues, Level E: T42b, T374-375, T402a, T406-407, T410-415, T426a					
Speaking	Explorers	Provide information about explorers depicted in illustrated scenes	Give examples of what explorers do or did from illustrated scenes	State reasons for exploration from maps, charts or timelines	Compare/contrast accomplishments of explorers from maps, charts or timelines	Explain, with details, contributions of explorers to history	
		These standards are not addressed by Avenues Levels D-F.					
Reading	Historical events, figures, & leaders	Match examples of historical events with illustrations and labels	Identify features, people or historical events depicted in illustrations and phrases	Compare/contrast different time periods or people using graphic organizers and sentences	Interpret effects of historical events on people's lives during different time periods using graphic organizers and text	Detect trends based on historical events or people's actions using grade level text	
		The opportunity to address these standards can be found on the following pages: Avenues, Level E: T70a-T127, T310a-T373 Avenues, Level F: T182a-T253					
Writing	Communities & regions	Label features of communities or regions depicted in pictures or maps	Describe communities or regions depicted in pictures or maps	Compare/contrast different aspects of communities or regions depicted in pictures or maps	Discuss relationships between communities or regions depicted in pictures or maps	Analyze resources of communities or regions and discuss accomplishments or needs	
		The opportunity to address these standards can be found on the following pages: Avenues, Level D: T12a-T62, T240a-T294 Avenues, Level E: T70a-T126, T310a-T372 Avenues, Level F: T254a-T310					