

**Crosswalk of the  
Virginia Standards of Learning  
English (2002), Mathematics (2001), Science (2003), and  
History and Social Science (2001)**

**and**

**World-Class Instructional Design and Assessment  
English Language Proficiency Standards**

**Grades PreK-5**

**Virginia Department of Education  
Division of Instruction**

**September 2009**

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The Standards of Learning for Virginia Public Schools describe the Commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, and history/social science. These standards represent a broad consensus of what parents, classroom teachers, school administrators, academics, and business and community leaders believe schools should teach and students should learn.

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## Overview

### Purpose

The *Crosswalk of the Virginia Standards of Learning English (2002), Mathematics (2001), Science(2003), and History and Social Science (2001) and the World-Class Instructional Design and Assessment English Language Proficiency Standards Grades PreK-5* has been prepared to support the implementation of the World-Class Instructional Design and Assessment (WIDA<sup>®</sup>) English Language Proficiency (ELP) standards in Virginia. The crosswalk is intended to assist school division personnel in supporting the development of social and instructional language as well as the development of the language of language arts, mathematics, science, and history and social science for English Language Learners (ELLs). Where appropriate, a connection to the WIDA<sup>®</sup> ELP standards has been made to the Standards of Learning (SOL) indicators in each of the four core content areas. The document contains the WIDA<sup>®</sup> ELP standards, language proficiency levels, performance definitions, and summative Model Performance Indicators (MPIs) for each of the four language domains and PreK-5 grade clusters. In addition, the document provides a crosswalk between the Virginia English, Mathematics, Science, and History and Social Science Standards of Learning (SOLs) and the WIDA<sup>®</sup> ELP summative MPIs. Some suggested uses of this document are:

- Divisionwide training for general education and English as a Second Language (ESL) teachers; and
- Lesson planning for content and ESL teachers.

### Organization of the Document

The crosswalk is organized by the grade clusters PreK-K, 1-2, and 3-5. Each grade cluster is organized by ELP standard, language proficiency level, and language domain.

#### WIDA<sup>®</sup> ELP Standards

- ELP Standard 1: English language learners communicate for **Social** and **Instructional** purposes within the school setting.
- ELP Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content of **Language Arts**.
- ELP Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content of **Mathematics**.
- ELP Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content of **Science**.
- ELP Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content of **Social Studies**.

## **Language Proficiency Levels**

The language proficiency levels show the progression of language learning and development from Level 1, entering the process, to Level 6, reaching the end of the continuum. The language proficiency standards represent what an ELL student should know and be able to do at each level within each domain (listening, speaking, reading, and writing). The proficiency levels also include: linguistic complexity – the amount and quality of speech or writing for a given situation; vocabulary usage – the specificity of words or phrases for a given context; and language control – the comprehensibility of the communication based on the amount and types of errors. The standards contain the six language proficiency levels as follows:

- Level 1 (Entering)
- Level 2 (Beginning)
- Level 3 (Developing)
- Level 4 (Expanding)
- Level 5 (Bridging)
- Level 6 (Reaching)

## **Language Domains**

Within each of the proficiency levels, the WIDA<sup>®</sup> ELP standards also include the four language domains as follows:

- **Listening**- process, understand, interpret, and evaluate spoken language in a variety of situations;
- **Speaking**- engage in oral communication in a variety of situations for a variety of purposes and audiences;
- **Reading**- process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency; and
- **Writing**- engage in written communication in a variety of situations for a variety of purposes and audiences.

Although strands for listening, speaking, reading, and writing have been developed separately, they should be integrated when taught.

### **Model Performance Indicators (MPIs)**

The MPIs appear in the summative format (the outcomes of learning). Within each grade cluster and domain, there are MPIs for each language proficiency level. The summative MPIs focus on an example topic from a content area reflected in the standard, forming a “strand” that illustrates the language development continuum. Each MPI contains three elements: a language function (e.g., describe, justify), an example topic (e.g., weather, human populations), and a form of support (e.g., pictures or illustrations, working in small groups).

Within each MPI the SOL indicators which correlate to that MPI are provided as follows:

- ELP Standard 1: Language of Social and Instructional Purposes
  - SOL correlations are provided for English.
- ELP Standard 2: Language of Language Arts
  - SOL correlations are provided for English.
- ELP Standard 3: Language of Mathematics
  - SOL correlations are provided for English and Mathematics.
- ELP Standard 4: Language of Science
  - SOL correlations are provided for English and Science.
- ELP Standard 5: Language of Social Studies
  - SOL correlations are provided for English and History and Social Science.

### **Clarification of selected information within the *Crosswalk of the Virginia Standards of Learning for English (2002), Mathematics (2001), Science (2003), and History and Social Science (2001) Grades PreK-5 and the World-Class Instructional Design and Assessment English Language Proficiency Standards Grades PreK-5***

- Wh- questions refer to who, what, when, where, which, and why.
- Level 6 – Reaching does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA<sup>®</sup> ELP Level 6, Year 1(Non-LEP) and WIDA<sup>®</sup> ELP Level 6, Year 2(Non-LEP).
- The summative MPI offers the option to test a formative MPI without peer support.

**Crosswalk of the**

**Virginia Standards of Learning**  
**English (2002), Mathematics (2001), Science (2003), and**  
**History and Social Science (2001)**

**and**

**WIDA<sup>®</sup> ELP Standards**

**Grades PreK-K**

**Grades: PreK–K**

English Language Proficiency Standard 1

ELLs communicate in English for **Social and Instructional** purposes.

**SOL correlations are provided for English.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>Recreational Objects &amp; Activities</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify recreational objects (e.g., balls, swings) from pictures (of school, playground or park scenes) as directed orally</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2.0</li> <li>SOL K.2</li> </ul>	<p><b>Recreational Objects &amp; Activities</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Follow one-step oral directions from pictures of recreational objects used in activities and oral statements</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2.0</li> <li>SOL K.2</li> </ul>	<p><b>Recreational Objects &amp; Activities</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Follow two-step oral directions pertaining to use of recreational objects in activities from pictures and oral descriptions (e.g., “Pick up the ball. Then give it to a friend.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2.0</li> <li>SOL K.2</li> </ul>
<b>Speaking</b>	<p><b>Social Behavior</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Repeat polite words or expressions when modeled (e.g., “Please” and “Thank you”) in short dialogues</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2.0</li> <li>SOL K.3</li> </ul>	<p><b>Social Behavior</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Make polite requests from models or gestures (e.g., “Please sit down.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2.0</li> <li>SOL K.3</li> </ul>	<p><b>Social Behavior</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Use polite language in conversations (e.g., role play, telephone talk)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2.0</li> <li>SOL K.3</li> </ul>
	FB = Foundation Block		

**Grades: PreK–K**

## English Language Proficiency Standard 1

ELLs communicate in English for **Social and Instructional** purposes.

**SOL correlations are provided for English.**

	<b><i>Level 1 (Entering)</i></b>	<b><i>Level 2 (Beginning)</i></b>	<b><i>Level 3 (Developing)</i></b>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Reading</b>	<b>Classroom Summative MPI</b> <ul style="list-style-type: none"> <li>Pair shapes of words related to illustrated classroom objects with print versions</li> </ul> <b>English</b> <ul style="list-style-type: none"> <li>FB Literacy 4</li> </ul>	<b>Classroom Summative MPI</b> <ul style="list-style-type: none"> <li>Match labeled pictures of familiar objects to those in illustrated classroom scenes (e.g., “Here is a picture with a word inside. Find the same word.”)</li> </ul> <b>English</b> <ul style="list-style-type: none"> <li>FB Literacy 4</li> </ul>	<b>Classroom Summative MPI</b> <ul style="list-style-type: none"> <li>Associate initial sounds or letters of illustrated classroom objects with words in print</li> </ul> <b>English</b> <ul style="list-style-type: none"> <li>FB Literacy 4</li> </ul>
<b>Writing</b>	<b>Routines Summative MPI</b> <ul style="list-style-type: none"> <li>Trace, copy or depict daily routines in drawings</li> </ul> <b>English</b> <ul style="list-style-type: none"> <li>FB Literacy 6</li> </ul> FB = Foundation Block	<b>Routines Summative MPI</b> <ul style="list-style-type: none"> <li>Reproduce initial letters associated with daily routines from labeled drawings or illustrated models</li> </ul> <b>English</b> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.9</li> </ul>	<b>Routines Summative MPI</b> <ul style="list-style-type: none"> <li>Label pictures of daily routines from illustrated models using words with invented spellings</li> </ul> <b>English</b> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.9</li> </ul>

**Grades: PreK–K**

English Language Proficiency Standard 1

ELLs communicate in English for **Social and Instructional** purposes.

**SOL correlations are provided for English.**

	<b><i>Level 4 (Expanding)</i></b>	<b><i>Level 5 (Bridging)</i></b>	<b><i>Level 6 (Reaching)</i></b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>Recreational Objects &amp; Activities Summative MPI</b></p> <ul style="list-style-type: none"> <li>Indicate use of recreational objects in activities from pictures and complex oral directions (e.g., “Show me how to pass the ball from person to person.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2.0</li> </ul>	<p><b>Recreational Objects &amp; Activities Summative MPI</b></p> <ul style="list-style-type: none"> <li>Simulate playing activities according to pictures and sequential oral descriptions (e.g., “Make two rows. Choose a friend. Have the friend go between the rows.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2.0</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA<sup>®</sup> ELP Level 6, Year 1 (Non-LEP) and WIDA<sup>®</sup> ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Speaking</b>	<p><b>Social Behavior Summative MPI</b></p> <ul style="list-style-type: none"> <li>Give compliments, offer apologies or express gratitude within conversations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2.0</li> <li>SOL K.3</li> </ul> <p>FB =Foundation Block</p>	<p><b>Social Behavior Summative MPI</b></p> <ul style="list-style-type: none"> <li>Adapt polite language to social situations appropriate to audience</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2.0</li> <li>SOL K.3</li> </ul>	

**Grades: PreK–K**

English Language Proficiency Standard 1

ELLs communicate in English for **Social and Instructional** purposes.

**SOL correlations are provided for English.**

	<i><b>Level 4 (Expanding)</b></i>	<i><b>Level 5 (Bridging)</b></i>	<i><b>Level 6 (Reaching)</b></i>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Reading</b>	<p><b>Classroom Summative MPI</b></p> <ul style="list-style-type: none"> <li>Distinguish letters, words and sentences in illustrated classroom scenes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 4</li> </ul>	<p><b>Classroom Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify words or phrases within illustrated classroom scenes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 4</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA<sup>®</sup> ELP Level 6, Year 1 (Non-LEP) and WIDA<sup>®</sup> ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Writing</b>	<p><b>Routines Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe daily routines from illustrated models using words and phrases with invented spellings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.9</li> </ul>	<p><b>Routines Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compose notes about daily routines using phrases or short sentences with invented spellings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.9</li> </ul>	
	FB = Foundation Block		

**Grades: PreK-K**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided for English.**

	<b><i>Level 1 (Entering)</i></b>	<b><i>Level 2 (Beginning)</i></b>	<b><i>Level 3 (Developing)</i></b>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>Make-believe Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify pictures of make-believe animals or persons as modeled orally (e.g., “Here is a make-believe horse. Find another one.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.1</li> </ul>	<p><b>Make-believe Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match make-believe pictures of animals or persons to oral statements (e.g., “This make-believe horse has a horn. Find one <i>without</i> a horn.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.1</li> </ul>	<p><b>Make-believe Summative MPI</b></p> <ul style="list-style-type: none"> <li>Place pictures of make-believe animals or persons according to oral directions (e.g., “First is the girl; she is the princess. The prince is next to her.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul>
<b>Speaking</b>	<p><b>Rhyme Summative MPI</b></p> <ul style="list-style-type: none"> <li>Repeat words or phrases from rhymes supported by illustrations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 5</li> <li>SOL K.1</li> </ul>	<p><b>Rhyme Summative MPI</b></p> <ul style="list-style-type: none"> <li>Complete phrases from rhymes supported by illustrated models</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 3</li> </ul>	<p><b>Rhyme Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe persons or events in rhymes supported by illustrations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul>
	FB = Foundation Block		

**Grades: PreK-K**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided for English.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Reading</b>	<p><b>Forms of Print</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Distinguish between illustrated examples of print and nonprint</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 5</li> <li>SOL K.5</li> </ul>	<p><b>Forms of Print</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match illustrated examples of the same form of print (e.g., two signs, two magazines)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.5</li> </ul>	<p><b>Forms of Print</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match functions of different forms of print with illustrated examples (e.g., notes, lists, menus)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.5, K.6</li> </ul>
<b>Writing</b>	<p><b>Environmental Print</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Draw or trace examples of environmental print (e.g., from foods or clothes)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.11</li> </ul>	<p><b>Environmental Print</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Copy examples of environmental print from labeled icons or objects</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.11</li> </ul>	<p><b>Environmental Print</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Produce names of objects or icons represented in environmental print using invented spellings (e.g., ☼ = sun)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL FB Literacy 6</li> <li>SOL K.6</li> </ul>

FB = Foundation Block

**Grades: PreK-K**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided for English.**

	<b><i>Level 4 (Expanding)</i></b>	<b><i>Level 5 (Bridging)</i></b>	<b><i>Level 6 (Reaching)</i></b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>Make-believe Summative MPI</b></p> <ul style="list-style-type: none"> <li>• Arrange pictures of make-believe animals or persons in logical order according to oral directions</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• SOL K.2</li> </ul>	<p><b>Make-believe Summative MPI</b></p> <ul style="list-style-type: none"> <li>• Organize pictures to create make-believe stories (e.g., beginning, middle, end) according to descriptive oral discourse</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• SOL K.8</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA<sup>®</sup> ELP Level 6, Year 1 (Non-LEP) and WIDA<sup>®</sup> ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Speaking</b>	<p><b>Rhyme Summative MPI</b></p> <ul style="list-style-type: none"> <li>• Discuss what happens (plot or events) in rhymes supported by illustrations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• SOL K.1</li> </ul>	<p><b>Rhyme Summative MPI</b></p> <ul style="list-style-type: none"> <li>• Paraphrase rhymes supported by illustrations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• SOL K.1.16</li> </ul>	

**Grades: PreK-K**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided for English.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Reading</b>	<p><b>Forms of Print</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify elements of print (e.g., letters, words, sentences) represented in illustrated forms</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.5</li> </ul>	<p><b>Forms of Print</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Find elements of print in different forms (e.g., the same word in different fonts)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.5</li> <li>SOL 1.5</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA<sup>®</sup> ELP Level 6, Year 1 (Non-LEP) and WIDA<sup>®</sup> ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Writing</b>	<p><b>Environmental Print</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>List examples of environmental print in illustrated scenes using icons, words or phrases with invented spellings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.6, K.11</li> </ul>	<p><b>Environmental Print</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Use examples of environmental print in illustrated scenes to produce phrases or short sentences with invented spellings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.11</li> </ul>	

FB = Foundation Block

**Grades: PreK-K**

English Language Proficiency Standard 3

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**SOL correlations are provided for English and Mathematics.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>Patterns</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Imitate pattern sounds with physical movement from modeling (e.g., clap, snap, stomp)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> <li>SOL 1.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>FB 6</li> <li>SOL K.18</li> </ul>	<p><b>Patterns</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Select “What comes first, next or last?” in illustrated patterns according to oral directions</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> <li>SOL 1.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>FB 6</li> <li>SOL K.18</li> </ul>	<p><b>Patterns</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Sort patterns from nonpatterns in pictures from oral directions</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> <li>SOL 1.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>FB 6</li> <li>SOL K.18</li> </ul>
<b>Speaking</b>	<p><b>Size</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Indicate size of objects in pictures (e.g., “small,” “big”) using gestures and words</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>FB 4</li> <li>SOL K.17</li> </ul> <p>FB = Foundation Block</p>	<p><b>Size</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Specify size of objects in pictures (e.g., “a small ball,” “a big ball”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>FB 4</li> <li>SOL K.17</li> </ul>	<p><b>Size</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare the size of two objects in pictures using phrases (e.g., “the smaller ball”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>FB 4</li> <li>SOL K.13, K.17</li> </ul>

**Grades: PreK-K**

English Language Proficiency Standard 3

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**SOL correlations are provided for English and Mathematics.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Reading</b>	<p><b>Geometric Shapes</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match pictures of real-life objects (e.g., books or windows) with figures of geometric shapes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.4</li> <li>SOL K.7</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>FB 4</li> <li>SOL K.12</li> <li>SOL 1.17</li> </ul>	<p><b>Geometric Shapes</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Classify pictures of real-life objects according to geometric shapes (e.g., circles or squares)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.4</li> <li>SOL K.7</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>FB 4</li> <li>SOL K.12</li> <li>SOL 1.17</li> </ul>	<p><b>Geometric Shapes</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Sort diagrams of geometric shapes according to their first letter (e.g., “c” or “r”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.4</li> <li>SOL K.7</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL K.11</li> <li>SOL 1.16</li> </ul>
<b>Writing</b>	<p><b>Time</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Draw, trace or copy pictures from models to express times of day</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.1</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL K.9</li> </ul>	<p><b>Time</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Depict times of day (e.g., day or night) from illustrated scenes and models using icons, letters or scribble writings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.11</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL K.9</li> </ul>	<p><b>Time</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Express times of day (e.g., morning, noon or night) from illustrated scenes and models using words with invented spellings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.11</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL K.9</li> </ul>

FB = Foundation Block

**Grades: PreK-K**

English Language Proficiency Standard 3

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**SOL correlations are provided for English and Mathematics.**

	<b><i>Level 4 (Expanding)</i></b>	<b><i>Level 5 (Bridging)</i></b>	<b><i>Level 6 (Reaching)</i></b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>Patterns</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify patterns from pictures (e.g., “girl, boy, girl, boy”) from oral directions</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>FB 6</li> <li>SOL K.18</li> </ul>	<p><b>Patterns</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Form patterns from pictures (e.g., “the tall girl, the short girl, the tall boy, the short boy”) from detailed oral directions</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL K.18</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA<sup>®</sup> ELP Level 6, Year 1 (Non-LEP) and WIDA<sup>®</sup> ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Speaking</b>	<p><b>Size</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Make statements about size from pictures or illustrated scenes (e.g., “This is the <i>biggest</i>.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>FB 4</li> <li>SOL K.10, K.13, K.17</li> </ul> <p>FB = Foundation Block</p>	<p><b>Size</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Make up related sentences or “stories” about differences in size using comparative language from illustrated scenes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>FB 4</li> <li>SOL K.10, K.13, K.17</li> </ul>	

**Grades: PreK-K**

English Language Proficiency Standard 3

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**SOL correlations are provided for English and Mathematics.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Reading</b>	<p><b>Geometric Shapes</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Find pairs of matching words and diagrams of geometric shapes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.4</li> <li>SOL K.7</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL K.11</li> </ul>	<p><b>Geometric Shapes</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify words for geometric shapes from labeled diagrams</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.4</li> <li>SOL K.7</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL K.11</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Writing</b>	<p><b>Time</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Complete “story” starters related to times of day from illustrated scenes and models using words or phrases with invented spellings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.11</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL K-9</li> </ul>	<p><b>Time</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Produce “stories” about times of day related to events or actions using phrases or short sentences with invented spellings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.11</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL K-9</li> </ul>	

FB = Foundation Block

**Grades: PreK-K**

English Language Proficiency Standard 4

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**SOL correlations are provided for English and Science.**

	<b><i>Level 1 (Entering)</i></b>	<b><i>Level 2 (Beginning)</i></b>	<b><i>Level 3 (Developing)</i></b>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, Wh-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one-to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>Living &amp; Non-Living Things</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Classify living or nonliving things from oral statements and pictures</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1, 4</li> <li>SOL Health K.1, K.6</li> </ul>	<p><b>Living &amp; Non-Living Things</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match oral descriptions of living or nonliving things with pictures (e.g., “It lives in water. It swims.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1, 4</li> <li>SOL Health K.1, K.6</li> </ul>	<p><b>Living &amp; Non-Living Things</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify living or nonliving things from Wh- questions and pictures (e.g., “Which animal has no legs?”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1, 4</li> <li>SOL Health K.1, K.6</li> </ul>
<b>Speaking</b>	<p><b>Weather</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Name familiar objects in photographs or illustrations associated with weather conditions (e.g., “cloud”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1, 6</li> <li>SOL Health K.1, K.8</li> </ul> <p>FB = Foundation Block</p>	<p><b>Weather</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe weather conditions from photographs or illustrations (e.g., “windy”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1, 1, 6</li> <li>SOL Health K.1, K.8</li> </ul>	<p><b>Weather</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Predict weather conditions from illustrated scenes (e.g., “It’s going to rain.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1, 1, 6</li> <li>SOL Health K.1, K.8</li> </ul>

**Grades: PreK-K**

English Language Proficiency Standard 4

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**SOL correlations are provided for English and Science.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Reading</b>	<p><b>Body Parts</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Apply concepts of print to books about body parts (e.g., “The book is about eyes. Show me the title of the book.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB 5</li> <li>SOL K.5</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1</li> <li>SOL K.2</li> <li>SOL Health K.1</li> </ul>	<p><b>Body Parts</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Pair labeled pictures of body parts with matching icons</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2, K.6</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1</li> <li>SOL K.1, K.2</li> <li>SOL Health K.1</li> </ul>	<p><b>Body Parts</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Associate labeled pictures of body parts with initial consonants (e.g., nose-n)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB 4</li> <li>SOL K.4, K.7</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1</li> <li>SOL Health K.1</li> </ul>
<b>Writing</b>	<p><b>Scientific Inquiry</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Produce drawings of materials needed for scientific inquiry from labeled pictures</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.11</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1</li> <li>SOL K.1</li> </ul>	<p><b>Scientific Inquiry</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Copy names of materials needed for scientific inquiry from labeled pictures</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB 6</li> <li>SOL K.9</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1</li> <li>SOL K.1</li> </ul>	<p><b>Scientific Inquiry</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Reproduce lists of materials needed for scientific inquiry (e.g., bean, water, soil) from labeled pictures using words with invented spellings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB 6</li> <li>SOL K.11</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1</li> <li>SOL K.1</li> </ul>

FB – Foundation Block

**Grades: PreK-K**

English Language Proficiency Standard 4

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**SOL correlations are provided for English and Science.**

	<b><i>Level 4 (Expanding)</i></b>	<b><i>Level 5 (Bridging)</i></b>	<b><i>Level 6 (Reaching)</i></b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>Living &amp; Non-Living Things</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match features (e.g., feathers/birds, fur/dogs, skin/people) of living or nonliving things according to pictures and oral directions )</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1, 4</li> <li>SOL K.1, K.6</li> </ul>	<p><b>Living &amp; Non-Living Things</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Organize pictures with labels or other graphic representations of features of living or nonliving things described orally</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1, 4</li> <li>SOL K.1, K.6</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Speaking</b>	<p><b>Weather</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare or contrast weather conditions in illustrated scenes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1, 6</li> <li>SOL K.1, K.8</li> </ul> <p>FB = Foundation Block</p>	<p><b>Weather</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Express likes, dislikes or preferences, with reasons, related to weather conditions from illustrated scenes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1, 6</li> <li>SOL K.1, K.8</li> </ul>	

**Grades: PreK-K**

English Language Proficiency Standard 4

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**SOL correlations are provided for English and Science.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Reading</b>	<p><b>Body Parts</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Find labeled pictures of body parts with the same initial consonant (e.g., fingers-feet)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB 4</li> <li>SOL K.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1</li> <li>SOL Health K.1</li> </ul>	<p><b>Body Parts</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match pictures of body parts with words</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB 4</li> <li>SOL K.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1</li> <li>SOL Health K.1</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Writing</b>	<p><b>Scientific Inquiry</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe materials used in scientific inquiry using words or phrases with invented spellings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB 6</li> <li>SOL K.11</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1</li> <li>SOL K.1</li> </ul>	<p><b>Scientific Inquiry</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Relate experiences from use of materials in scientific inquiry using phrases or short sentences with invented spellings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB 6</li> <li>SOL K.11</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>FB 1</li> <li>SOL K.1</li> </ul>	

FB = Foundation Block

**Grades: PreK-K**

English Language Proficiency Standard 5

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**SOL correlations are provided for English and History and Social Science.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, Wh-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>Transportation Summative MPI</b></p> <ul style="list-style-type: none"> <li>Associate sounds of different modes of transportation with pictures (e.g., “Which goes choo choo?”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2, Literacy 3</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 3</li> </ul>	<p><b>Transportation Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify modes of transportation from visually supported rhymes or chants (e.g., “The Wheels on the Bus”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 1</li> <li>SOL K.1</li> <li>SOL 1.1</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 3</li> </ul>	<p><b>Transportation Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match pictures of modes of transportation with descriptive statements (e.g., “Airplanes go fast.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2, Literacy 3</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 3</li> </ul>
<b>Speaking</b>	<p><b>Homes in a Community/Habitats Summative MPI</b></p> <ul style="list-style-type: none"> <li>Repeat names of different types of homes or habitats from models and illustrations (e.g., “house,” “nest”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2</li> <li>SOL K.2</li> <li>SOL 1</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 3</li> </ul> <p>FB = Foundation Block</p>	<p><b>Homes in a Community/Habitats Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match homes or habitats to animals in illustrated scenes using phrases or chunks of language (e.g., “bee hive,” “in a pond”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2</li> <li>SOL K.2</li> <li>SOL 1</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 3</li> </ul>	<p><b>Homes in a Community/Habitats Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe different types of homes or habitats from illustrated scenes using phrases or short sentences</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2</li> <li>SOL K.2</li> <li>SOL 1</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 3</li> </ul>

**Grades: PreK-K**

English Language Proficiency Standard 5

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**SOL correlations are provided for English and History and Social Science.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Reading</b>	<p><b>Food</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Recognize food-related symbols or icons in illustrations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.6</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 6</li> <li>SOL K.7</li> </ul>	<p><b>Food</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match labeled pictures with words about food from various sources (e.g., labels on cans or cartons)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.6</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 6</li> <li>SOL K.7</li> </ul>	<p><b>Food</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Find labeled pictures of food by initial sounds or consonants (e.g., “pineapple,” “peas”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy</li> <li>SOL K.4</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 6</li> <li>SOL K.7</li> </ul>
<b>Writing</b>	<p><b>School</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Draw personal responses to people, places or objects in school from pictures or models</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.11</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 1</li> <li>SOL K.8</li> </ul>	<p><b>School</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Represent people, places or objects in school from pictures and models using letters or scribble writings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.11</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 1</li> <li>SOL K.8</li> </ul>	<p><b>School</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Label people, places or objects in school from pictures and models using words with invented spellings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.11</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 1</li> <li>SOL K.8</li> </ul>

FB = Foundation Block

**Grades: PreK-K**

English Language Proficiency Standard 5

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**SOL correlations are provided for English and History and Social Science.**

	<b><i>Level 4 (Expanding)</i></b>	<b><i>Level 5 (Bridging)</i></b>	<b><i>Level 6 (Reaching)</i></b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>Transportation</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Pair modes of transportation with their environment (e.g., “Jets fly in the air,”) based on pictures and oral directions</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2</li> <li>SOL K.2</li> <li>SOL 1.2</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL FB 3</li> </ul>	<p><b>Transportation</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Differentiate modes of transportation from the past or present based on pictures and oral descriptions</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 1, FB Literacy 2</li> <li>SOL K.1</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL FB 3, SOL K.2</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Speaking</b>	<p><b>Homes in a Community/Habitats</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare/contrast different types of homes or habitats from illustrated scenes using related sentences</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2</li> <li>SOL K.3</li> <li>SOL 1.1</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 3</li> <li>SOL K.3</li> </ul> <p>FB = Foundation Block</p>	<p><b>Homes in a Community/Habitats</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Provide detailed information about homes or habitats (e.g., personal address or “Birds live in nests in trees.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 2</li> <li>SOL 1</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 3</li> <li>SOL K.3</li> </ul>	

**Grades: PreK-K**

English Language Proficiency Standard 5

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**SOL correlations are provided for English and History and Social Science.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Reading</b>	<p><b>Food</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Sort pictures of food by initial sounds or consonants (e.g., “Find foods that start with the letter B.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy</li> <li>SOL K.4, K.7</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 6</li> <li>SOL K.7</li> </ul>	<p><b>Food</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify food words in illustrated phrases or short sentences</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy</li> <li>SOL K.2</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>FB 6</li> <li>SOL K.7</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Writing</b>	<p><b>School</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Make lists of people, places or objects in school from pictures and models using words or phrases with invented spellings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.11</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL K.8</li> </ul>	<p><b>School</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Create “stories” about people, places or objects in school from pictures using phrases or short sentences with invented spellings</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>FB Literacy 6</li> <li>SOL K.11</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL K.8</li> </ul>	

FB = Foundation Block

**Crosswalk of the**

**Virginia Standards of Learning**  
**English (2002), Mathematics (2001), Science (2003), and**  
**History and Social Science (2001)**

**and**

**WIDA<sup>®</sup> ELP Standards**

**Grades 1-2**

**Grades 1 – 2**

English Language Proficiency Standard 1

ELLs communicate in English for **Social and Instructional** purposes within the school setting.

**SOL correlations are provided in English.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, Wh-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>School Areas, Personnel &amp; Activities</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify symbols, objects or people associated with classrooms or school areas, personnel or activities from pictures and oral statements (e.g., “Office” or “Exit”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.7</li> </ul>	<p><b>School Areas, Personnel &amp; Activities</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Locate school areas, personnel or activities from pictures and oral descriptive phrases (e.g., “corner of the room,” “washroom down the hall”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2, 1.7</li> <li>SOL 2.1</li> </ul>	<p><b>School Areas, Personnel &amp; Activities</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Relate school areas, personnel or activities described orally in a series of sentences to illustrated school or classroom scenes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.2</li> <li>SOL 2.1</li> </ul>
<b>Speaking</b>	<p><b>Everyday Objects</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Name everyday objects depicted visually in real-life contexts (e.g. "paper" in a classroom scene)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1, 1.2</li> </ul>	<p><b>Everyday Objects</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Tell primary function or use of everyday objects depicted visually (e.g., “You write on it.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1, 1.2</li> <li>SOL 2.2</li> </ul>	<p><b>Everyday Objects</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Relate multiple functions or uses of everyday objects depicted visually (e.g., “I do homework on the table and eat dinner there.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1, 1.2</li> <li>SOL 2.2</li> </ul>

**Grades 1 – 2**

English Language Proficiency Standard 1

ELLs communicate in English for **Social and Instructional** purposes within the school setting.

**SOL correlations are provided in English.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Reading</b>	<p><b>Sharing/Cooperation</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match illustrated words with a word bank about cooperation or sharing</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.7, 1.9</li> <li>SOL 2.5, 2.6</li> </ul>	<p><b>Sharing/Cooperation</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify illustrated phrases reflective of cooperation or sharing (e.g., “I help.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.7, 1.9</li> <li>SOL 2.5, 2.6</li> </ul>	<p><b>Sharing/Cooperation</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Find examples of cooperation or sharing in illustrated sentences (e.g., “I gave her my book.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.7, 1.9</li> <li>SOL 2.5, 2.6</li> </ul>
<b>Writing</b>	<p><b>Personal Correspondence</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Trace, copy or produce words about self using models and pictures</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.2</li> <li>SOL 2.10</li> </ul>	<p><b>Personal Correspondence</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Make lists for varying personal purposes using models and pictures (e.g., school supplies)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.11</li> </ul>	<p><b>Personal Correspondence</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Relate personal facts (e.g., to pen pals) using models and pictures (e.g., “I play soccer.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> <li>SOL 2.11</li> </ul>

**Grades 1 – 2**

English Language Proficiency Standard 1

ELLs communicate in English for **Social and Instructional** purposes within the school setting.

**SOL correlations are provided in English.**

	<b><i>Level 4 (Expanding)</i></b>	<b><i>Level 5 (Bridging)</i></b>	<b><i>Level 6 (Reaching)</i></b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>School Areas, Personnel &amp; Activities Summative MPI</b></p> <ul style="list-style-type: none"> <li>Sort school areas, personnel or activities from nonschool areas, personnel or activities according to oral descriptions with visual support (e.g., “Which person works outside the school?”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 1.7</li> <li>SOL 2.1</li> </ul>	<p><b>School Areas, Personnel &amp; Activities Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match oral descriptions of school areas, personnel or activities with individual needs or situations (e.g., “If...then...,” “Suppose...”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2, 1.7</li> <li>SOL 2.1</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Speaking</b>	<p><b>Everyday Objects Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare/contrast uses of everyday objects depicted visually (e.g., “I wash myself with soap. I dry myself with a towel.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 2.2</li> </ul>	<p><b>Everyday Objects Summative MPI</b></p> <ul style="list-style-type: none"> <li>Evaluate and give reasons for usefulness of everyday objects (e.g., “Pencils are better than crayons for writing. You can write neater with pencils.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 2.2</li> </ul>	

**Grades 1 – 2**

English Language Proficiency Standard 1

ELLs communicate in English for **Social and Instructional** purposes within the school setting.

**SOL correlations are provided in English.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Reading</b>	<p><b>Sharing/Cooperation</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Select illustrated pairs of sentences reflective of cooperation or sharing (e.g., “I give her my book. She gives me hers.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.7, 1.9</li> <li>SOL 2.5, 2.6</li> </ul>	<p><b>Sharing/Cooperation</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify titles or main ideas illustrative of cooperation or sharing based on grade level text</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.7, 1.9</li> <li>SOL 2.8</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Writing</b>	<p><b>Personal Correspondence</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Produce personal messages for friends or family using models and pictures</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.11</li> <li>SOL 1.12</li> <li>SOL 2.11</li> </ul>	<p><b>Personal Correspondence</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compose personal stories from pictures or illustrated scenes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.11</li> <li>SOL 1.12</li> <li>SOL 2.11</li> </ul>	

**Grades: 1-2**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided in English.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, Wh-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>Pattern Books/Predictable Books</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify characters, places, or objects from visuals and oral phrases in illustrated pattern or predictable books</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> </ul> <p><b>Sequence of Story</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match pictures to sentences read aloud</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.1</li> </ul>	<p><b>Pattern Books/Predictable Books</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match visuals of characters, places, or objects with oral statements from illustrated pattern or predictable books</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> </ul> <p><b>Sequence of Story</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Order pictures of related sentences read aloud that use sequential language (e.g., first, second, last; first, then, next)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.1</li> <li>SOL 2.5</li> </ul>	<p><b>Pattern Books/Predictable Books</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare/contrast visuals of characters, places, or objects from a series of oral sentences from illustrated pattern or predictable books</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> </ul> <p><b>Sequence of Story</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Sequence pictures of stories read aloud by beginning, middle, and end</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.1</li> <li>SOL 2.5</li> </ul>

**Grades: 1-2**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided in English.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Speaking</b>	<p><b>Fiction (literary text)</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Name people (e.g., “boy,” “man”) or objects depicted in illustrated covers of fictional stories</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> </ul> <p><b>Story Elements</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Name persons (characters) or settings of stories from picture books</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.8</li> </ul>	<p><b>Fiction (literary text)</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe people or objects in titles in illustrated covers of fictional stories</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> </ul> <p><b>Story Elements</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe characters of stories from picture books</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.8</li> </ul>	<p><b>Fiction (literary text)</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Predict ideas in storylines based on titles and illustrated covers of fictional stories</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> </ul> <p><b>Story Elements</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.8</li> </ul>
<b>Reading</b>	<p><b>Nonfiction (expository text)</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Pair illustrated features or photographs of places or objects with icons in non-fiction books (e.g., ☺ and a person’s face)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.2</li> </ul> <p><b>Phonemic awareness</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Recognize sounds in spoken words with accompanying illustrations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.4, 1.6</li> </ul>	<p><b>Nonfiction (expository text)</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Connect illustrated features or photographs of places or objects with descriptive words or phrases in nonfiction books</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.2</li> </ul> <p><b>Phonemic awareness</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Blend sounds together to make words, shown visually</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.4, 1.6</li> </ul>	<p><b>Nonfiction (expository text)</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in nonfiction books</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.2</li> </ul> <p><b>Phonemic awareness</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Remove or add sounds to existing words to make new words, shown visually (e.g., “Cover up the t in cart. What do you have now?”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.4</li> </ul>

**Grades: 1-2**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided in English.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Writing</b>	<p><b>Folktales</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Select and copy words related to settings or characters in illustrated folktales from word banks</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.8</li> </ul> <p><b>Word Families</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Reproduce illustrated word pairs by families (e.g., cat, hat)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.6</li> <li>SOL 2.4</li> </ul>	<p><b>Folktales</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe settings or characters in illustrated folktales from phrase banks</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.8</li> </ul> <p><b>Word Families</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Generate lists of word families from illustrated models</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.6</li> <li>SOL 2.4</li> </ul>	<p><b>Folktales</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare/contrast two characters, settings, or events in illustrated folktales using graphic organizers</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.8</li> </ul> <p><b>Word Families</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Make statements or questions about illustrated word families</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.6</li> <li>SOL 2.4</li> </ul>

**Grades: 1-2**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided in English.**

	<b><i>Level 4 (Expanding)</i></b>	<b><i>Level 5 (Bridging)</i></b>	<b><i>Level 6 (Reaching)</i></b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>Pattern Books/Predictable Books</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Interpret visual connections between characters, places, or objects in paragraphs or pages read aloud from illustrated pattern or predictable books</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> </ul> <p><b>Sequence of Story</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match story sequence read aloud to a series of pictures (e.g., “Once upon a time...and they lived happily ever after.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.1</li> <li>SOL 2.5</li> </ul>	<p><b>Pattern Books/Predictable Books</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Draw conclusions about main ideas from patterned or predictable books read aloud</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> </ul> <p><b>Sequence of Story</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Select logical outcomes or endings to stories read aloud</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.1</li> <li>SOL 2.5</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA<sup>®</sup> ELP Level 6, Year 1 (Non-LEP) and WIDA<sup>®</sup> ELP Level 6, Year 2 (Non-LEP).</li> </ul>

**Grades: 1-2**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided in English.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Speaking</b>	<p><b>Fiction (literary text)</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Make up the beginning of storylines based on titles and illustrated covers of fictional stories</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.8</li> </ul> <p><b>Story Elements</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Narrate main events of plot sequences in given time frames of picture books or illustrated short stories</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.8</li> </ul>	<p><b>Fiction (literary text)</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Relate storylines to personal experiences based on titles and illustrated covers of fictional stories</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.8</li> </ul> <p><b>Story Elements</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Retell stories using story elements from picture books or short stories</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.8</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Reading</b>	<p><b>Nonfiction (expository text)</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Categorize illustrated features of places or objects using graphic organizers and sentences in nonfiction books</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2, 1.7</li> <li>SOL 2.2, 2.5</li> </ul> <p><b>Phonemic awareness</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Segment illustrated sentences into words or phrases</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.6</li> <li>SOL 2.6</li> </ul>	<p><b>Nonfiction (expository text)</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Summarize features of places or objects from multiple compound sentences in nonfiction books</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.7</li> <li>SOL 2.5, 2.6</li> </ul> <p><b>Phonemic awareness</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify or spell/sound correspondence in grade-level text</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.6</li> <li>SOL 2.4</li> </ul>	

**Grades: 1-2**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided in English.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Writing</b>	<p><b>Folktales</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe sequence of events related to characters and settings in illustrated folktales using graphic organizers</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.5, 2.8</li> </ul> <p><b>Word Families</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe illustrated word families using related sentences</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2, 1.6</li> </ul>	<p><b>Folktales</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Connect events, characters, or morals in illustrated folktales to self</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.8</li> </ul> <p><b>Word Families</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Create stories about word families</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.6</li> <li>SOL 2.3</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA<sup>®</sup> ELP Level 6, Year 1 (Non-LEP) and WIDA<sup>®</sup> ELP Level 6, Year 2 (Non-LEP).</li> </ul>

**Grades: 1-2**

English Language Proficiency Standard 3

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**SOL correlations are provided for English and Mathematics.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, Wh-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>Two- &amp; Three-Dimensional Shapes Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify two- or three-dimensional shapes depicted in illustrations described orally (e.g., “Find a shape like the sun.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.16, 1.17</li> <li>SOL 2.20</li> </ul>	<p><b>Two- &amp; Three-Dimensional Shapes Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match attributes of two- or three-dimensional shapes described orally to objects</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.16, 1.17</li> <li>SOL 2.20</li> </ul>	<p><b>Two- &amp; Three-Dimensional Shapes Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify objects composed of multiple two- or three-dimensional shapes described orally (e.g., “Put a sphere or ball on either side of a cylinder. What do you see?”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 2.20</li> </ul>
<b>Speaking</b>	<p><b>Basic Operations Summative MPI</b></p> <ul style="list-style-type: none"> <li>Recite mathematics-related words or phrases related to basic operations from pictures of everyday objects and oral statements</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.5</li> <li>SOL 2.1, 2.2, 2.5</li> </ul>	<p><b>Basic Operations Summative MPI</b></p> <ul style="list-style-type: none"> <li>Restate or paraphrase basic operations from oral statements, referring to pictures of everyday objects (e.g., “Ten pencils <i>and</i> ten more are twenty.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.9</li> </ul>	<p><b>Basic Operations Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe representations of basic operations from pictures of everyday objects and oral descriptions (e.g., “There are seven dogs <i>altogether</i>.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.8, 1.9</li> <li>SOL 2.6, 2.9</li> </ul>

**Grades: 1-2**

English Language Proficiency Standard 3

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**SOL correlations are provided for English and Mathematics.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Reading</b>	<p><b>Estimation/Money</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match labeled pictures with general words related to estimation (e.g., “a lot,” “a little”) to pictures of varying quantities</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.19</li> </ul>	<p><b>Estimation/Money</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match words or phrases related to estimation (e.g., “<i>about</i> 20 cents”) to illustrated word banks of varying quantities</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.7, 1.15</li> </ul>	<p><b>Estimation/Money</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify language associated with estimation in illustrated phrases or sentences (e.g., “I see <i>close to</i> 100 nickels.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.15, 1.19</li> <li>SOL 2.17</li> </ul>
<b>Writing</b>	<p><b>Whole Numbers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Find and reproduce number words (e.g., from 1-100) from an assortment of labeled visuals</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.4</li> </ul>	<p><b>Whole Numbers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Distinguish number words from other mathematics words using graphic or visual support and word banks</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.4</li> </ul>	<p><b>Whole Numbers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Group numbers presented in graphs or visuals using phrases or short sentences (e.g., “This group has more than 40.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.2, 1.9</li> </ul>

**Grades: 1-2**

English Language Proficiency Standard 3

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**SOL correlations are provided for English and Mathematics.**

	<b>Level 4 (Expanding)</b>	<b>Level 5 (Bridging)</b>	<b>Level 6 (Reaching)</b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>Two- &amp; Three-Dimensional Shapes</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Construct two- or three-dimensional figures described orally (e.g., “Put two lines up and down and two lines across. What shape do you have?”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.16</li> <li>SOL 3.20</li> </ul>	<p><b>Two- &amp; Three-Dimensional Shapes</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Change attributes of two- or three-dimensional shapes to make others based on oral discourse (e.g., “Take one side away from a square. Then move the three line segments to make a shape. What do you have?”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.16, 1.17</li> <li>SOL 2.20</li> <li>SOL 3.20</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Speaking</b>	<p><b>Basic Operations</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare/contrast language of basic operations from pictures and oral descriptions (e.g., “Tell me different ways to say this mathematics sentence...”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.10, 2.26</li> </ul>	<p><b>Basic Operations</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Explain basic operations involved in problem-solving using pictures and grade level oral descriptions</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.9</li> </ul>	

**Grades: 1-2**

English Language Proficiency Standard 3

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**SOL correlations are provided for English and Mathematics.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Reading</b>	<p><b>Estimation/Money</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Distinguish between language of estimation (e.g., “I have <i>almost</i> one dollar.”) and language of precision (“I have one dollar.”) in illustrated sentences</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 2.7, 2.8</li> </ul>	<p><b>Estimation/Money</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Order illustrated sentences involving the language of estimation used to solve grade level problems</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 2.7, 2.8, 2.9</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Writing</b>	<p><b>Whole Numbers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare numbers in graphs or visuals using sentences (e.g., “85 is greater than 75. It goes up higher in the table.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.8, 1.9, 1.18, 1.19</li> <li>SOL 2.23, 2.24</li> </ul>	<p><b>Whole Numbers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe illustrated scenes or events using numbers in a series of related sentences</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.9</li> </ul>	

**Grades: 1-2**

English Language Proficiency Standard 4

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**SOL correlations are provided for English and Science.**

	<b><i>Level 1 (Entering)</i></b>	<b><i>Level 2 (Beginning)</i></b>	<b><i>Level 3 (Developing)</i></b>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, Wh-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>Chemical and Physical Attributes Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify objects according to chemical or physical properties from pictures and oral statements</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.3</li> <li>SOL 2.1, 2.3</li> </ul>	<p><b>Chemical and Physical Attributes Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match objects according to chemical or physical properties from pictures and oral descriptions</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> <li>SOL 1.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.3</li> <li>SOL 2.1, 2.3</li> </ul>	<p><b>Chemical and Physical Attributes Summative MPI</b></p> <ul style="list-style-type: none"> <li>Group objects according to chemical or physical properties from pictures and oral statements (e.g., “Water and milk are liquids. You can pour them. Find something else to pour.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> <li>SOL 1.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.3</li> <li>SOL 2.1, 2.3</li> </ul>
<b>Speaking</b>	<p><b>Weather Summative MPI</b></p> <ul style="list-style-type: none"> <li>Use words or phrases related to weather from pictures or photographs (e.g., “clouds in sky”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.6</li> <li>SOL 2.6</li> </ul>	<p><b>Weather Summative MPI</b></p> <ul style="list-style-type: none"> <li>Make statements about weather from pictures or photographs (e.g. “It’s raining.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.3</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.6</li> <li>SOL 2.1, 2.6</li> </ul>	<p><b>Weather Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare/contrast weather conditions from pictures, photographs or graphs</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 2.2, 2.3</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.6</li> <li>SOL 2.1, 6, 2.6</li> </ul>

**Grades: 1-2**

English Language Proficiency Standard 4

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**SOL correlations are provided for English and Science.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Reading</b>	<p><b>Living Organisms</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify living organisms from labeled diagrams, pictures in graphs or charts</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 2.9</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.4, 1.5</li> <li>SOL 2.1</li> </ul>	<p><b>Living Organisms</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers (e.g., T-charts)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 2.9</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.4, 1.5</li> <li>SOL 2.1</li> </ul>	<p><b>Living Organisms</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Transfer information on living organisms and their attributes using pictures and sentences to complete graphs or charts</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 2.9</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.4, 1.5</li> <li>SOL 2.1</li> </ul>
<b>Writing</b>	<p><b>Change</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Note difference or change by labeling drawings or copying words from word banks (e.g., baby to man)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.7</li> <li>SOL 2.4, 2.6</li> </ul>	<p><b>Change</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using words or phrases</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.7</li> <li>SOL 2.4, 2.6</li> </ul>	<p><b>Change</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe change in processes or cycles depicted in visuals using phrases and short sentences</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.7</li> <li>SOL 2.1, 2.4, 2.6</li> </ul>

**Grades: 1-2**

English Language Proficiency Standard 4

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**SOL correlations are provided for English and Science.**

	<b>Level 4 (Expanding)</b>	<b>Level 5 (Bridging)</b>	<b>Level 6 (Reaching)</b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>Chemical and Physical Attributes Summative MPI</b></p> <ul style="list-style-type: none"> <li>Rank or compare objects according to chemical or physical properties from pictures and oral descriptions (e.g., “Which one is the coldest?”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 2.3</li> <li>SOL 3.1</li> <li>SOL 4.1</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.3</li> <li>SOL 2.1, 2.3</li> </ul>	<p><b>Chemical and Physical Attributes Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify chemical or physical change in properties of objects based on oral scenarios</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 2.3</li> <li>SOL 3.1</li> <li>SOL 4.1</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.3</li> <li>SOL 2.1, 2.3</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Speaking</b>	<p><b>Weather Summative MPI</b></p> <ul style="list-style-type: none"> <li>Forecast weather and provide reasons from pictures, photographs or graphs</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 2.2, 2.3</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.6</li> <li>SOL 2.1, 2.6</li> </ul>	<p><b>Weather Summative MPI</b></p> <ul style="list-style-type: none"> <li>Validate weather forecasts against pictures, photographs or graphs</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 2.2, 2.3</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.6</li> <li>SOL 2.1, 2.6</li> </ul>	

**Grades: 1-2**

English Language Proficiency Standard 4

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**SOL correlations are provided for English and Science.**

	<b>Level 4 (Expanding)</b>	<b>Level 5 (Bridging)</b>	<b>Level 6 (Reaching)</b>
<b>Reading</b>	<p><b>Living Organisms</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare living organisms according to their attributes using illustrated graphs or charts and text</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 2.9</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.4, 1.5</li> <li>SOL 2.1</li> </ul>	<p><b>Living Organisms</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Interpret graphs or charts related to living organisms and their attributes using explicit grade level text</li> </ul> <p><b>Englis</b></p> <ul style="list-style-type: none"> <li>SOL 2.9</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1, 1.4, 1.5</li> <li>SOL 2.1</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA<sup>®</sup> ELP Level 6, Year 1 (Non-LEP) and WIDA<sup>®</sup> ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Writing</b>	<p><b>Change</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare/contrast change depicted in visuals using a series of sentences</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> <li>SOL 2.11</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.7</li> <li>SOL 2.1, 2.4, 2.6</li> </ul>	<p><b>Change</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Explain the process of change in visuals using connected sentences</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 2.11</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.7</li> <li>SOL 2.1, 2.4, 2.6</li> </ul>	

**Grades: 1-2**

English Language Proficiency Standard 5

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**SOL correlations are provided for English and History and Social Science.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, Wh-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>Land Forms/Bodies of Water</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match land forms or bodies of water with illustrated scenes based on oral questions or directions</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.4, 1.5, 1.6</li> <li>SOL 2.4, 2.5</li> </ul>	<p><b>Land Forms/Bodies of Water</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify characteristics of land forms or bodies of water from oral descriptions and visuals (e.g., “You see many hills. This one is the highest.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.4, 1.5, 1.6</li> <li>SOL 2.4, 2.5</li> </ul>	<p><b>Land Forms/Bodies of Water</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Classify or group land forms or bodies of water by common characteristics described orally with visuals (e.g., oceans, rivers, streams)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.2</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.4, 1.6</li> <li>SOL 2.4, 2.5</li> </ul>
<b>Speaking</b>	<p><b>Community Workers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Name community workers shown doing their jobs in pictures or illustrated scenes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL K.2</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> <li>SOL 2.12</li> </ul>	<p><b>Community Workers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>State roles of community workers in pictures or illustrated scenes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 2.3</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> <li>SOL 2.12</li> </ul>	<p><b>Community Workers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe encounters or interactions with community workers in illustrated scenes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 2.3</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> <li>SOL 2.12</li> </ul>

**Grades: 1-2**

English Language Proficiency Standard 5

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**SOL correlations are provided for English and History and Social Science.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Reading</b>	<p><b>Artifacts of the Past</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match labeled pictures with illustrated artifacts of the past</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1</li> <li>SOL 2.1, 2.2</li> </ul>	<p><b>Artifacts of the Past</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Sort types of artifacts of the past (e.g., transportation v. communication) described in illustrated phrases</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1</li> <li>SOL 2.1, 2.2</li> </ul>	<p><b>Artifacts of the Past</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare/contrast information about artifacts of the past from illustrated text</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1</li> <li>SOL 2.1. 2.2</li> </ul>
<b>Writing</b>	<p><b>Products in the Marketplace</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Reproduce or label pictures of products in the marketplace from illustrated word banks</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.7</li> <li>SOL 2.7</li> </ul>	<p><b>Products in the Marketplace</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe products in the marketplace from illustrated examples</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.7</li> <li>SOL 2.7</li> </ul>	<p><b>Products in the Marketplace</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare attributes of two products in the marketplace from illustrated examples</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.7</li> <li>SOL 2.7</li> </ul>

**Grades: 1-2**

English Language Proficiency Standard 5

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**SOL correlations are provided for English and History and Social Science.**

	<b>Level 4 (Expanding)</b>	<b>Level 5 (Bridging)</b>	<b>Level 6 (Reaching)</b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>Land Forms/Bodies of Water</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Locate land forms or bodies of water based on specific language, descriptive oral discourse and visuals</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.2</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.4, 1.6</li> <li>SOL 2.4, 2.5</li> </ul>	<p><b>Land Forms/Bodies of Water</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Differentiate land forms or bodies of water based on specific language and oral scenarios (e.g., mountains, hills or plateaus)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.2</li> <li>SOL 2.2</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.4, 1.6</li> <li>SOL 2.4, 2.5</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA<sup>®</sup> ELP Level 6, Year 1 (Non-LEP) and WIDA<sup>®</sup> ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Speaking</b>	<p><b>Community Workers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Explain importance or contributions of community workers in illustrated scenes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.3</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> <li>SOL 2.12</li> </ul>	<p><b>Community Workers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Predict impact of community workers in emergencies or unusual situations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.9</li> <li>SOL 2.3</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> <li>SOL 2.12</li> </ul>	

**Grades: 1-2**

English Language Proficiency Standard 5

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**SOL correlations are provided for English and History and Social Science.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Reading</b>	<p><b>Artifacts of the Past</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Summarize information about artifacts of the past from illustrated text</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1</li> <li>SOL 2.1, 2.2</li> </ul>	<p><b>Artifacts of the Past</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Interpret explicit information about artifacts of the past from illustrated text</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.1</li> <li>SOL 2.1, 2.2</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Writing</b>	<p><b>Products in the Marketplace</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>State uses of products in the marketplace from illustrated examples</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.7</li> <li>SOL 2.7, 2.9</li> </ul>	<p><b>Products in the Marketplace</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Evaluate usefulness of products in the marketplace and give reasons for choices or decisions</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 1.12</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 1.7, 1.8</li> <li>SOL 2.7, 2.9</li> </ul>	

**Crosswalk of the**

**Virginia Standards of Learning**  
**English (2002), Mathematics (2001), Science (2003), and**  
**History and Social Science (2001)**

**and**

**WIDA® ELP Standards**

**Grades 3-5**

**Grades: 3-5**

English Language Proficiency Standard 1

ELLs communicate in English for **Social and Instructional** purposes.

**SOL correlations are provided for English.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, Wh-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>Following Directions</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Follow one-step oral commands supported visually or modeled</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.2</li> </ul>	<p><b>Following Directions</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Follow two-step oral commands supported visually that involve language of request (e.g., “Please open your book <i>and</i> point to a picture.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.1, 5.2</li> </ul>	<p><b>Following Directions</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Follow multistep oral commands supported visually that incorporate language of request (e.g., “I’m asking you to close your book, put it in your desk and get in line.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.1, 5.2</li> </ul>

**Grades: 3-5**

English Language Proficiency Standard 1

ELLs communicate in English for **Social and Instructional** purposes.

**SOL correlations are provided for English.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Speaking</b>	<p><b>Personal Information/Opinions</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Produce words in response to WH-questions about self from picture prompts and models</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> </ul>	<p><b>Personal Information/Opinions</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Produce phrases or short sentences in response to personal, open-ended questions from picture prompts</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.1</li> </ul>	<p><b>Personal Information/Opinions</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Use sentences to provide information about self or opinions in response to picture prompts</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.1</li> <li>SOL 5.1</li> </ul>
<b>Reading</b>	<p><b>Leisure Activities</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Select general themes related to leisure activities from pictures and words or phrases (e.g., “Play ball.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5, 3.6</li> <li>SOL 4.5, 4.6</li> <li>SOL 5.5, 5.6</li> </ul>	<p><b>Leisure Activities</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5, 3.6</li> <li>SOL 4.5, 4.6</li> <li>SOL 5.5, 5.6</li> </ul>	<p><b>Leisure Activities</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify overall message from visually or graphically supported examples of leisure activities</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5, 3.6</li> <li>SOL 4.5, 4.6</li> <li>SOL 5.5, 5.6</li> </ul>
<b>Writing</b>	<p><b>Rules or Procedures</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Produce words/phrases associated with school rules or procedures from illustrated scenes and models</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> <li>SOL 4.5</li> <li>SOL 5.6</li> </ul>	<p><b>Rules or Procedures</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>List dos and don’ts regarding school rules or procedures from illustrated scenes (e.g., “Don’t run in the halls.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> <li>SOL 4.5</li> <li>SOL 5.6</li> </ul>	<p><b>Rules or Procedures</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> <li>SOL 4.5</li> <li>SOL 5.6</li> </ul>

**Grades: 3-5**

English Language Proficiency Standard 1

ELLs communicate in English for **Social and Instructional** purposes.

**SOL correlations are provided for English.**

	<b><i>Level 4 (Expanding)</i></b>	<b><i>Level 5 (Bridging)</i></b>	<b><i>Level 6 (Reaching)</i></b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>Following Directions</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Follow a series of oral directions supported visually that involve language of request (e.g., “First, I would like you to... Then, please... Finally,...”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.1, 5.2</li> </ul>	<p><b>Following Directions</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Follow multiple linguistically complex oral directions that involve language of request (e.g., “Before you wash your hands, please be so kind as to clean up the mess under your desk.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.1, 5.2</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Speaking</b>	<p><b>Personal Information/Opinions</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Express connected ideas to relate personal information or opinions using picture prompts</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.1</li> </ul>	<p><b>Personal Information/Opinions</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Provide extended discourse with justification in regard to personal information or opinions</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.1</li> </ul>	

**Grades: 3-5**

English Language Proficiency Standard 1

ELLs communicate in English for **Social and Instructional** purposes.

**SOL correlations are provided for English.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Reading</b>	<p><b>Leisure Activities</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare information from visually or graphically supported text on leisure activities (e.g., soccer schedule for September and October)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5, 3.6</li> <li>SOL 4.5, 4.6</li> <li>SOL 5.5, 5.6</li> </ul>	<p><b>Leisure Activities</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Infer information on leisure activities from text (e.g., soccer team’s travel schedule)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5, 3.6</li> <li>SOL 4.5, 4.6</li> <li>SOL 5.5, 5.6</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Writing</b>	<p><b>Rules or Procedures</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Explain the need or importance of school rules or procedures from illustrated scenes of specific situations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> <li>SOL 4.5</li> <li>SOL 5.6</li> </ul>	<p><b>Rules or Procedures</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Discuss or propose modifications to school rules or consequences of breaking school rules or procedures</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> <li>SOL 4.5</li> <li>SOL 5.6</li> </ul>	

**Grades: 3-5**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided for English.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, Wh-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>Mysteries</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match pictures to individual clues based on oral statements</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul> <p><b>Explicit &amp; Inferential Information</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match oral statements from narrative or expository material to their illustrated representation</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul>	<p><b>Mysteries</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify pictures associated with solutions to short mysteries read aloud</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul> <p><b>Explicit &amp; Inferential Information</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Determine literal meanings of oral passages from narrative or expository material and match to illustrations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul>	<p><b>Mysteries</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul> <p><b>Explicit &amp; Inferential Information</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Project next in a sequence from oral discourse on narrative or expository material supported by illustrations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul>

**Grades: 3-5**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided for English.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Speaking</b>	<p><b>Fantasies</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Answer Wh- questions to distinguish between pictures of real and imaginary people, objects or situations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul> <p><b>Story Elements &amp; Types of Genres</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Name story elements of various genres (e.g., nonfiction works, fairy tales, myths, fables or legends) depicted visually</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul>	<p><b>Fantasies</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe pictures of imaginary people, objects or situations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.4</li> </ul> <p><b>Story Elements &amp; Types of Genres</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe story elements of various genres supported by illustrations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.4</li> </ul>	<p><b>Fantasies</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Provide details of pictures of imaginary people, objects or situations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.4</li> </ul> <p><b>Story Elements &amp; Types of Genres</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Summarize story lines, issues or conflicts in various genres supported by illustrations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul>
<b>Reading</b>	<p><b>Biographies &amp; Autobiographies</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Find identifying information on biographies from illustrations, words or phrases</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> <li>SOL 4.6</li> <li>SOL 5.6</li> </ul> <p><b>Main Ideas &amp; Details</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Find identifying information illustrative of main ideas from illustrations, words or phrases</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5, 3.6</li> <li>SOL 4.5</li> <li>SOL 5.5, 5.6</li> </ul>	<p><b>Biographies &amp; Autobiographies</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Sequence events in biographical sketches using illustrations and graphic organizers (e.g., timelines)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5, 4.6</li> <li>SOL 4.6</li> <li>SOL 5.6</li> </ul> <p><b>Main Ideas &amp; Details</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Sort main ideas and details from sentences using visual support and graphic organizers</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5, 3.6</li> <li>SOL 4.4, 4.5</li> <li>SOL 5.5, 5.6</li> </ul>	<p><b>Biographies &amp; Autobiographies</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Sort relevant from irrelevant biographical information using illustrations and graphic organizers</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> <li>SOL 4.6</li> <li>SOL 5.6</li> </ul> <p><b>Main Ideas &amp; Details</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match main ideas with their details from paragraphs using visual support and graphic organizers</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5, 3.6</li> <li>SOL 4.4, 4.5</li> <li>SOL 5.5, 5.6</li> </ul>

**Grades: 3-5**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided for English.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Writing</b>	<p><b>Narratives</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Respond to illustrated events using words or phrases based on models</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6, 3.9, 3.10</li> <li>SOL 4.7</li> </ul> <p><b>Conventions &amp; Mechanics</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify basic conventions or mechanics in text (e.g., use of capital letters)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.11</li> <li>SOL 4.8</li> <li>SOL 5.9</li> </ul>	<p><b>Narratives</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>List illustrated events using phrases or short sentences based on models</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6, 3.9, 3.10</li> <li>SOL 4.7</li> </ul> <p><b>Conventions &amp; Mechanics</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.11</li> <li>SOL 4.8</li> <li>SOL 5.9</li> </ul>	<p><b>Narratives</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Depict a series of illustrated events using related sentences in narrative form based on models</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6, 3.9, 3.10</li> <li>SOL 4.7</li> </ul> <p><b>Conventions &amp; Mechanics</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.11</li> <li>SOL 4.8</li> <li>SOL 5.8</li> </ul>

**Grades: 3-5**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided for English.**

	<b><i>Level 4 (Expanding)</i></b>	<b><i>Level 5 (Bridging)</i></b>	<b><i>Level 6 (Reaching)</i></b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>Mysteries</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Sequence pictures of clues/pieces of evidence from mysteries read aloud</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul> <p><b>Explicit &amp; Inferential Information</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify cause/effect in oral discourse from narrative or expository material supported by illustrations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul>	<p><b>Mysteries</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Apply analogies of events or characters in mysteries read aloud to students' lives</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul> <p><b>Explicit &amp; Inferential Information</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Make connections and draw conclusions from oral discourse using grade level materials</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA<sup>®</sup> ELP Level 6, Year 1 (Non-LEP) and WIDA<sup>®</sup> ELP Level 6, Year 2 (Non-LEP).</li> </ul>

**Grades: 3-5**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided for English.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Speaking</b>	<p><b>Fantasies</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Complete scenarios from pictures of imaginary people, objects or situations</li> </ul> <p><b>Story Elements &amp; Types of Genres</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul>	<p><b>Fantasies</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Make up fantasies about imaginary people, objects or situations</li> </ul> <p><b>Story Elements &amp; Types of Genres</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Propose options or solutions to issues in various genres and support responses with details</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Reading</b>	<p><b>Biographies &amp; Autobiographies</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare/contrast biographical information of two persons using illustrations and graphic organizers</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> <li>SOL 4.6</li> <li>SOL 5.6</li> </ul> <p><b>Main Ideas &amp; Details</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.5, 3.6</li> <li>SOL 4.4, 4.5</li> <li>SOL 5.5, 5.6</li> </ul>	<p><b>Biographies &amp; Autobiographies</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Synthesize biographical information of two persons from grade level material to form opinions on people</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> <li>SOL 4.6</li> <li>SOL 5.6</li> </ul> <p><b>Main Ideas &amp; Details</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Form or infer main ideas from details using grade level materials</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.4, 4.5</li> <li>SOL 5.5, 5.6</li> </ul>	

**Grades: 3-5**

English Language Proficiency Standard 2

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**SOL correlations are provided for English.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Writing</b>	<p><b>Narratives</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Sequence a series of illustrated events using paragraph transitions in narrative form based on models</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6, 3.9, 3.10</li> <li>SOL 4.7</li> </ul> <p><b>Conventions &amp; Mechanics</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.11</li> <li>SOL 4.8</li> <li>SOL 5.8</li> </ul>	<p><b>Narratives</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Produce grade level narrative stories or reports</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.9, 3.10</li> <li>SOL 4.7</li> </ul> <p><b>Conventions &amp; Mechanics</b></p> <p><b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Provide examples and reasons for use of specified conventions or mechanics (e.g., “Why do we need commas?”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.11</li> <li>SOL 4.8</li> <li>SOL 5.9</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>

**Grades: 3-5**

English Language Proficiency Standard 3

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**SOL correlations are provided for English and Mathematics.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, Wh-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>Descriptive Statistics</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Mark position/location of numbers or illustrated objects from oral commands (e.g., “top,” “bottom,” “middle”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 4.19</li> <li>SOL 5.19</li> </ul>	<p><b>Descriptive Statistics</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify comparative quantities of numbers or illustrated objects from oral commands or questions (e.g., “most,” “least”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 4.19</li> <li>SOL 5.19</li> </ul>	<p><b>Descriptive Statistics</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match general and some specific language associated with descriptive statistics to illustrated oral examples</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 4.19</li> <li>SOL 5.19</li> </ul>

**Grades: 3-5**

English Language Proficiency Standard 3

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**SOL correlations are provided for English and Mathematics.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Speaking</b>	<p><b>Strategies for Problem Solving</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>State words in figures or formulas from illustrated examples (e.g., X in 3 X 5 says "times")</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> <li>SOL 5.1</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 3.9</li> </ul>	<p><b>Strategies for Problem Solving</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Use general vocabulary in mathematics sentences from illustrated examples (e.g., "You times three by five.")</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> <li>SOL 5.1</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 3.9</li> </ul>	<p><b>Strategies for Problem Solving</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Relate multiple uses of specific vocabulary in illustrated mathematics sentences (e.g., "How many are left when you take away?" "Which number is to the left?")</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> <li>SOL 5.1</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 3.3</li> <li>SOL 5.3</li> </ul>
<b>Reading</b>	<p><b>Large Whole Numbers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify large whole numbers from pictures and models (e.g., "This number has 7 places.")</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> </ul>	<p><b>Large Whole Numbers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify large whole numbers from pictures or models and phrases or short sentences</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> </ul>	<p><b>Large Whole Numbers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Sort examples of large whole numbers from pictures or models and text (e.g., those more than and less than one thousand)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> </ul>
<b>Writing</b>	<p><b>Three-Dimensional Shapes</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Reproduce names of three-dimensional shapes from labeled models (e.g., cones, cylinders or prisms)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.9</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 3.18</li> </ul>	<p><b>Three-Dimensional Shapes</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Make lists of real-world examples of three-dimensional shapes from labeled models</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.9</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 3.18</li> </ul>	<p><b>Three-Dimensional Shapes</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe attributes of three-dimensional shapes from labeled models</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.9</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 3.18</li> </ul>

**Grades: 3-5**

English Language Proficiency Standard 3

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**SOL correlations are provided for English and Mathematics.**

	<b>Level 4 (Expanding)</b>	<b>Level 5 (Bridging)</b>	<b>Level 6 (Reaching)</b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>Descriptive Statistics</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Discriminate between different meanings of language associated with descriptive statistics from illustrated oral discourse</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 4.19</li> </ul>	<p><b>Descriptive Statistics</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Apply technical language related to descriptive statistics to grade level oral scenarios (e.g., “mean,” “mode,” “median,” “range”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 5.19</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Speaking</b>	<p><b>Strategies for Problem Solving</b>  <b>Summative MPI Model Performance</b></p> <ul style="list-style-type: none"> <li>Paraphrase illustrated mathematics sentences using specific or technical vocabulary (e.g., “How many are <i>left</i>?” means, “What is the <i>remainder</i>?”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 5.1</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 3.3</li> <li>SOL 4.5</li> <li>SOL 5.3</li> </ul>	<p><b>Strategies for Problem Solving</b>  <b>Summative MPI Model Performance</b></p> <ul style="list-style-type: none"> <li>Explain different ways of problem solving grade level examples using specific or technical vocabulary</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 5.1</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 5.18, 5.22</li> </ul>	

**Grades: 3-5**

English Language Proficiency Standard 3

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**SOL correlations are provided for English and Mathematics.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Reading</b>	<p><b>Large Whole Numbers</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare examples of large whole numbers presented in pictures and text</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 3.3</li> <li>SOL 4.1</li> </ul>	<p><b>Large Whole Numbers</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match situations to use of large whole numbers from grade level text</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 3.1, 3.2, 3.3</li> <li>SOL 4.1</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Writing</b>	<p><b>Three-Dimensional Shapes</b>  <b>Summative MPI</b></p> <p>Compare/contrast attributes of three-dimensional shapes from labeled models (e.g., “A __ is like a __ because __.”)</p> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.9</li> <li>SOL 4.7</li> <li>SOL 5.8</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 3.18, 3.20</li> <li>SOL 4.17</li> <li>SOL 5.16</li> </ul>	<p><b>Three-Dimensional Shapes</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Incorporate descriptions of three-dimensional shapes into real-world situations</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.9</li> <li>SOL 4.7</li> <li>SOL 5.8</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>SOL 3.18, 3.20</li> <li>SOL 4.17</li> <li>SOL 5.16</li> </ul>	

**Grades: 3-5**

English Language Proficiency Standard 4

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**SOL correlations are provided for English and Science.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, Wh-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>States of Matter</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify examples of states of matter from oral statements with visual support</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 5.4</li> </ul>	<p><b>States of Matter</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Distinguish among examples of states of matter from oral statements and visual support</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.1</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 5.4</li> </ul>	<p><b>States of Matter</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.1</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 5.4</li> </ul>
<b>Speaking</b>	<p><b>Body or Living Systems</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Answer questions that name basic parts of systems depicted visually and modeled (e.g., “Your arm is a bone. What is another bone?” )</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> </ul>	<p><b>Body or Living Systems</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Classify or give examples of parts of systems depicted visually (e.g., “Heart and blood go together.”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.10</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> </ul>	<p><b>Body or Living Systems</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe functions of systems or their parts using visual support</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> </ul>

**Grades: 3-5**

English Language Proficiency Standard 4

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**SOL correlations are provided for English and Science.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Reading</b>	<p><b>Earth Materials</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match labeled pictures representing earth materials with vocabulary (e.g., “Which one is a rock?”)</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.7</li> <li>SOL 5.7</li> </ul>	<p><b>Earth Materials</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Sort descriptive phrases according to pictures of earth materials</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.7</li> <li>SOL 5.7</li> </ul>	<p><b>Earth Materials</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Differentiate among earth materials using charts, tables or graphic organizers</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.1, 3.7</li> <li>SOL 5.1, 5.7</li> </ul>
<b>Writing</b>	<p><b>Solar System</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., “planets,” “stars”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.9</li> <li>SOL 4.7</li> <li>SOL 5.6</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 4.7</li> </ul>	<p><b>Solar System</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe features of astronomical objects from labeled diagrams</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.9</li> <li>SOL 4.7</li> <li>SOL 5.6, 5.7</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 4.7</li> </ul>	<p><b>Solar System</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.9</li> <li>SOL 4.7</li> <li>SOL 5.6, 5.7</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1, 4.7</li> <li>SOL 5.1</li> </ul>

**Grades: 3-5**

English Language Proficiency Standard 4

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**SOL correlations are provided for English and Science.**

	<b><i>Level 4 (Expanding)</i></b>	<b><i>Level 5 (Bridging)</i></b>	<b><i>Level 6 (Reaching)</i></b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>States of Matter</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Hypothesize change in states of matter from oral descriptions (e.g. “I take ice cubes out of the freezer. I put them in the sun. What will happen?”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.1</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.4</li> </ul>	<p><b>States of Matter</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Determine relationships between states of matter from oral discourse and visual support</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.1</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Speaking</b>	<p><b>Body or Living Systems</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Discuss importance or usefulness of systems or their parts using visual support</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> </ul>	<p><b>Body or Living Systems</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Imagine how change affects systems or their parts (e.g., “How might breaking an arm change your daily life?”)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.1</li> </ul>	

**Grades: 3-5**

English Language Proficiency Standard 4

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**SOL correlations are provided for English and Science.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Reading</b>	<p><b>Earth Materials</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Interpret information on earth materials from charts, tables or graphic organizers</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.1</li> </ul>	<p><b>Earth Materials</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Apply information on earth materials to new contexts using grade level text</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1</li> <li>SOL 5.1, 5.7</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Writing</b>	<p><b>Solar System</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Discuss relationships between astronomical objects from diagrams or graphs</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.9</li> <li>SOL 4.7</li> <li>SOL 5.8, 5.7</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> <li>SOL 4.1, 4.7</li> <li>SOL 5.1</li> </ul>	<p><b>Solar System</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Evaluate potential usefulness of astronomical objects (e.g., life on the moon, solar power)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.9</li> <li>SOL 4.6, 4.7</li> <li>SOL 5.8</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>SOL 4.7</li> </ul>	

**Grades: 3-5**

English Language Proficiency Standard 5

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**SOL correlations are provided for English and History and Social Science.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
	English language learners will process, understand, produce, or use: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, Wh-, choice or yes/no questions, or statements with visual and graphic support.	English language learners will process, understand, produce, or use: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: general and some specific language to the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support.
<b>Listening</b>	<p><b>Trade Routes</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify information on trade routes from oral statements supported graphically or visually (e.g., points on timelines or icons on maps)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.2</li> <li>SOL 4.2</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.2, 3.4</li> <li>SOL VS.3</li> <li>SOL USI.2</li> </ul>	<p><b>Trade Routes</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Arrange information on trade routes from oral directions supported visually or graphically (e.g., timelines, graphs, charts, maps)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.2</li> <li>SOL 4.2</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.2, 3.4</li> <li>SOL VS.3</li> <li>SOL USI.2</li> </ul>	<p><b>Trade Routes</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Order or sequence information on trade routes from oral directions supported visually or graphically</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.2</li> <li>SOL 4.2</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.2, 3.4</li> <li>SOL VS.3</li> <li>SOL USI.2</li> </ul>
<b>Speaking</b>	<p><b>Explorers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Provide information about explorers depicted in illustrated scenes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.3</li> <li>SOL VS.2, VS.3</li> <li>SOL USI.4, USI.5</li> </ul> <p><b>VS= Virginia Studies</b> <b>USI = United States History to 1877</b></p>	<p><b>Explorers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Give examples of what explorers do or did from illustrated scenes</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.3</li> <li>SOL VS.2, VS.3</li> <li>SOL USI.4, USI.5</li> </ul>	<p><b>Explorers</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>State reasons for exploration from maps, charts or timelines</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> <li>SOL 5.1</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.3</li> <li>SOL VS.2, VS.3</li> <li>SOL USI.4, USI.5</li> </ul>

**Grades: 3-5**

English Language Proficiency Standard 5

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**SOL correlations are provided for English and History and Social Science.**

	<i>Level 1 (Entering)</i>	<i>Level 2 (Beginning)</i>	<i>Level 3 (Developing)</i>
<b>Reading</b>	<p><b>Historical Events, Figures, &amp; Leaders</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Match examples of historical events with illustrations and labels</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.11</li> <li>SOL VS.1 - VS.10</li> <li>SOL US1.1 – US1.9</li> </ul>	<p><b>Historical Events, Figures, &amp; Leaders</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Identify features, people or historical events depicted in illustrations and phrases</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.11</li> <li>SOL VS.1 - VS.10</li> <li>SOL US1.1 – US1.9</li> </ul>	<p><b>Historical Events, Figures, &amp; Leaders</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare/contrast different time periods or people using graphic organizers and sentences</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.6</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.11</li> <li>SOL VS.1 - VS.10</li> <li>SOL US1.1 – US1.9</li> </ul>
<b>Writing</b>	<p><b>Communities &amp; Regions</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Label features of communities or regions depicted in pictures or maps</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.10</li> <li>SOL 4.7</li> <li>SOL 5.6, 5.8</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.4, 3.5, 3.7</li> <li>SOL VS.2, VS.4, VS.10</li> <li>SOL US1.5, US1.8</li> </ul>	<p><b>Communities &amp; Regions</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Describe communities or regions depicted in pictures or maps</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.10</li> <li>SOL 4.7</li> <li>SOL 5.6, 5.8</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.4, 3.5, 3.7</li> <li>SOL VS.2, VS.4, VS.10</li> <li>SOL US1.5, US1.8</li> </ul>	<p><b>Communities &amp; Regions</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare/contrast different aspects of communities or regions depicted in pictures or maps (e.g., location, people, places, resources)</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.10</li> <li>SOL 4.7</li> <li>SOL 5.6, 5.8</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.4, 3.5, 3.7</li> <li>SOL VS.2, VS.4, VS.10</li> <li>SOL US1.5, US1.8</li> </ul>
<p><b>VS = Virginia Studies</b> <b>USI = United States History to 1866</b></p>			

**Grades: 3-5**

English Language Proficiency Standard 5

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**SOL correlations are provided for English and History and Social Science.**

	<b><i>Level 4 (Expanding)</i></b>	<b><i>Level 5 (Bridging)</i></b>	<b><i>Level 6 (Reaching)</i></b>
	English language learners will process, understand, produce, or use: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support.	English language learners will process, understand, produce, or use: specialized or technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of proficient English peers when presented with grade level material.	English language learners will process, understand, produce, or use: specialized or technical language reflective of the content area at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; oral or written language communication in English comparable to proficient English peers.
<b>Listening</b>	<p><b>Trade Routes</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Interpret information on trade routes from oral descriptions supported visually or graphically</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.2, 3.4</li> <li>SOL VS.3</li> <li>SOL USI.2</li> </ul>	<p><b>Trade Routes</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Draw conclusions from information on trade routes from oral discourse supported visually or graphically</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.1</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.2, 3.4</li> <li>SOL VS.3</li> <li>SOL USI.2</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Speaking</b>	<p><b>Explorers</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Compare/contrast accomplishments of explorers from maps, charts or timelines</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> <li>SOL 5.1</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.3</li> <li>SOL VS.2, VS.3</li> <li>SOL USI.4, USI.5</li> </ul> <p><b>VS = Virginia Studies</b>  <b>USI = United States History to 1866</b></p>	<p><b>Explorers</b>  <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Explain, with details, contributions of explorers to history</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.2</li> <li>SOL 5.1</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.3</li> <li>SOL VS.2, VS.3</li> <li>SOL USI.4, USI.5</li> </ul>	

**Grades: 3-5**

English Language Proficiency Standard 5

ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**SOL correlations are provided for English and History and Social Science.**

	<i>Level 4 (Expanding)</i>	<i>Level 5 (Bridging)</i>	<i>Level 6 (Reaching)</i>
<b>Reading</b>	<p><b>Historical Events, Figures, &amp; Leaders</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Interpret effects of historical events on people’s lives during different time periods using graphic organizers and text</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.5</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.11</li> <li>SOL VS.1 - VS.10</li> <li>SOL US1.1 – US1.9</li> </ul>	<p><b>Historical Events, Figures, &amp; Leaders</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Detect trends based on historical events or people’s actions using grade level text</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 4.5</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.11</li> <li>SOL VS.1 - VS.10</li> <li>SOL US1.1 – US1.9</li> </ul>	<ul style="list-style-type: none"> <li><b>Level 6 – Reaching</b> does not reflect Model Performance Indicators (MPIs) as English Language Learners (ELLs) at this stage of the language acquisition continuum are in mainstream classes and are classified as WIDA® ELP Level 6, Year 1 (Non-LEP) and WIDA® ELP Level 6, Year 2 (Non-LEP).</li> </ul>
<b>Writing</b>	<p><b>Communities &amp; Regions</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Discuss relationships between communities or regions depicted in pictures or maps</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.10</li> <li>SOL 4.7</li> <li>SOL 5.8</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.4, 3.5, 3.7</li> <li>SOL VS.2, VS.4, VS.10</li> <li>SOL US1.5, US1.8</li> </ul> <p><b>VS = Virginia Studies</b> <b>USI = United States History to 1866</b></p>	<p><b>Communities &amp; Regions</b> <b>Summative MPI</b></p> <ul style="list-style-type: none"> <li>Analyze resources of communities or regions and discuss accomplishments or needs</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>SOL 3.10</li> <li>SOL 4.7</li> <li>SOL 5.8</li> </ul> <p><b>History and Social Science</b></p> <ul style="list-style-type: none"> <li>SOL 3.4, 3.5, 3.7</li> <li>SOL VS.2, VS.4, VS.10</li> <li>SOL US1.5, US1.8</li> </ul>	