

Hampton Brown Avenues

correlated to

WIDA 2007 English Language Proficiency Standards

Grades: PreK - 5th



Hampton-Brown



**NATIONAL
GEOGRAPHIC**

Hampton-Brown Avenues, PreK
correlated to
WIDA's 2007 Summative English Language Proficiency Standards 1 & 2
Grade Level Cluster: PK - K

WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: PK - K		Hampton-Brown Avenues, PreK
English Language Proficiency Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting.		
LISTENING: RECREATIONAL OBJECTS AND ACTIVITIES		
Level 1 - Entering		
Identify recreational objects (e.g., balls, swings) from pictures (of school, playground, or park scenes) as directed orally	TE: T81, T189, T193, T215, T219, T239	
Level 2 - Beginning		
Follow one-step oral directions from pictures of recreational objects used in activities and oral statements	This objective falls outside the scope of Hampton-Brown Avenues, PreK.	
Level 3 - Developing		
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.")	This objective falls outside the scope of Hampton-Brown Avenues, PreK.	
Level 4 - Expanding		
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.")	This objective falls outside the scope of Hampton-Brown Avenues, PreK.	
Level 5 - Bridging		
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.")	The opportunity to introduce this objective is available. See the following: TE: T219, T222	
SPEAKING: SOCIAL BEHAVIOR		
Level 1 - Entering		
Restate polite words or expressions when modeled (e.g., "Please" and "Thank you") in short dialogues	TE: T98-T99, T100	
Level 2 - Beginning		
Make polite requests from models or gestures (e.g., "Please sit down.")	This objective falls outside the scope of Hampton-Brown Avenues, PreK.	
Level 3 - Developing		
Use polite language in conversations (e.g., role play telephone talk)	The opportunity to address this objective is available. See the following: TE: T98-T99	
Level 4 - Expanding		
Give compliments, offer apologies, or express gratitude within conversations	This objective falls outside the scope of Hampton-Brown Avenues, PreK.	
Level 5 - Bridging		
Adapt polite language to social situations appropriate to audience	This objective falls outside the scope of Hampton-Brown Avenues, PreK.	

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READING: CLASSROOM	
Level 1 - Entering	
Pair shapes of words related to illustrated classroom objects with print versions	This objective falls outside the scope of Hampton-Brown Avenues, PreK.
Level 2 - Beginning	
Associate sounds or letters of illustrated classroom objects with words in print	This objective falls outside the scope of Hampton-Brown Avenues, PreK.
Level 3 - Developing	
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 in the classroom.”)	This objective falls outside the scope of Hampton-Brown Avenues, PreK.
Level 4 - Expanding	
Identify words or phrases within illustrated classroom scenes	This objective falls outside the scope of Hampton-Brown Avenues, PreK.
Level 5 - Bridging	
Relate meaning of phrases or short sentences in illustrated classroom scenes	This objective falls outside the scope of Hampton-Brown Avenues, PreK.
WRITING: ROUTINES	
Level 1 - Entering	
Trace, copy, or depict daily routines in drawings	TE: T72-T73, T107
Level 2 – Beginning	
Reproduce initial letters associated with daily routines from labeled drawings or illustrated models	The opportunity to introduce this objective is available. See the following: TE: T7, T72-T73, T74, T107
Level 3 – Developing	
Label pictures of daily routines from illustrated models using words with invented spellings	The opportunity to address this objective is available. See the following: TE: T7, T72-T73, T74, T107
Level 4 - Expanding	
Describe daily routines from illustrated models using words and phrases with invented spellings	The opportunity to introduce this objective is available. See the following: TE: T7, T72-T73, T74, T107
Level 5 - Bridging	
Compose notes about daily routines using phrases or short sentences with invented spellings	The opportunity to introduce this objective is available. See the following: TE: T7, T72-T73, T74, T107

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WIDA’s 2007 Summative English Language Proficiency Standards, Grade Level Cluster: PK - K		Hampton-Brown Avenues, PreK
English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .		
LISTENING: COLORS		
Level 1 - Entering		
Match colors in pictures as modeled orally (e.g., “Here is something <i>red</i> . Show me another <i>red</i> one.”)	TE: T46	
Level 2 – Beginning		
Distinguish objects in pictures by color as described orally (e.g., “There is a <i>black</i> bear. Point to <i>black</i> bear.”)	TE: T41	
Level 3 – Developing		
Place pictures involving colors according to oral directions (e.g., “First is the <i>yellow</i> paper. The <i>blue</i> paper goes on top.”)	The opportunity to introduce this objective is available. See the following: TE: T30, T34-T35, T41, T44, T46-T47, T48	
Level 4 – Expanding		
Arrange a series of pictures involving colors according to oral directions	The opportunity to introduce this objective is available. See the following: TE: T30, T34-T35, T41, T44, T46-T47, T48	
Level 5 - Bridging		
Organize pictures to create color displays according to descriptive oral discourse	The opportunity to introduce this objective is available. See the following: TE: T30, T34-T35, T41, T44, T46-T47, T48	
SPEAKING: NURSERY RHYMES		
Level 1 - Entering		
Repeat words or phrases from common nursery rhymes supported by illustrations	TE: T186-T187	
Level 2 – Beginning		
Complete nursery rhyme phrases from illustrated models (e.g., “Jack and Jill went up a ____.”)	The opportunity to address this objective is available. See the following: TE: T186-T187	
Level 3 – Developing		
Describe persons or events in nursery rhymes from illustrations	TE: T186	
Level 4 – Expanding		
Discuss what happens (plot or events) from nursery rhyme illustrations	The opportunity to address this objective is available. See the following: TE: T186	
Level 5 – Bridging		
Paraphrase nursery rhymes from illustrations	The opportunity to address this objective is available. See the following: TE: T186-T187	

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READING: FEELINGS	
Level 1 - Entering	
Match symbols or icons with photographs or facial expressions that express feelings (e.g., happy face)	The opportunity to address this objective is available. See the following: TE: T186-T187
Level 2 – Beginning	
Select matching pairs of illustrated words that express feelings	The opportunity to introduce this objective is available. See the following: TE: T186-T187
Level 3 – Developing	
Find examples of repeated words that express feelings in illustrated text (e.g., “ <i>sad</i> girl,” “ <i>sad</i> boy”)	This objective falls outside the scope of Hampton-Brown Avenues, PreK.
Level 4 – Expanding	
Predict feelings based on illustrated phrases (e.g., on book covers)	The opportunity to address this objective is available. See the following: TE: T189
Level 5 – Bridging	
Create ‘stories’ about feelings from illustrated text	The opportunity to introduce this objective is available. See the following: TE: T187
WRITING: ENVIRONMENTAL PRINT	
Level 1 – Entering	
Draw or trace examples of environmental print (e.g., from cereal boxes, T shirts)	The opportunity to address this objective is available. See the following: TE: T72-T73, T183, T196-T197, T224-T225
Level 2 - Beginning	
Copy examples of environmental print from labeled icons or objects	The opportunity to address this objective is available. See the following: TE: T72-T73, T183, T196-T197, T224-T225
Level 3 - Developing	
Produce names of objects or icons represented in environmental print using invented spellings (e.g., ☀ sun)	The opportunity to address this objective is available. See the following: TE: T72-T73, T183, T196-T197, T224-T225
Level 4 - Expanding	
List examples of environmental print in illustrated scenes using icons, words, or phrases with invented spellings	The opportunity to introduce this objective is available. See the following: TE: T72-T73, T183, T196-T197, T224-T225

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WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: PK - K		Hampton-Brown Avenues, PreK
Level 5 - Bridging		
Give examples of environmental print in illustrated scenes using phrases or short sentences with invented spellings	The opportunity to introduce this objective is available. See the following: TE: T72-T73, T183, T196-T197, T224-T225	

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WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: PK - K		Hampton-Brown Avenues, Level A
English Language Proficiency Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting.		
LISTENING: RECREATIONAL OBJECTS AND ACTIVITIES		
Level 1 - Entering		
Identify recreational objects (e.g., balls, swings) from pictures (of school, playground, or park scenes) as directed orally	TE: Vol. 1: T1f, T90-T91	
Level 2 - Beginning		
Follow one-step oral directions from pictures of recreational objects used in activities and oral statements	The opportunity to address this objective is available. See the following: TE: Vol. 2: T45g, T48, T54, T86	
Level 3 - Developing		
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.")	The opportunity to address this objective is available. See the following: TE: Vol. 2: T45g, T48, T54, T86	
Level 4 - Expanding		
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.")	The opportunity to address this objective is available. See the following: TE: Vol. 2: T45g, T48, T54, T86	
Level 5 - Bridging		
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.")	The opportunity to address this objective is available. See the following: TE: Vol. 2: T45g, T48, T54, T86	
SPEAKING: SOCIAL BEHAVIOR		
Level 1 - Entering		
Restate polite words or expressions when modeled (e.g., "Please" and "Thank you") in short dialogues	TE: Vol. 1: T15, T23, T35, T78, T150, T171, T172 Vol. 2: T167	
Level 2 - Beginning		
Make polite requests from models or gestures (e.g., "Please sit down.")	TE: Vol. 1: T15, T23 Vol. 2: T167	
Level 3 - Developing		
Use polite language in conversations (e.g., role play telephone talk)	TE: Vol. 1: T35, T78, T85, T129, T146, T150, T171, T172, T173 Vol. 2: T167	
Level 4 - Expanding		
Give compliments, offer apologies, or express gratitude within conversations	TE: Vol. 1: T171, T172	

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WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: PK - K		Hampton-Brown Avenues, Level A
Level 5 - Bridging		
Adapt polite language to social situations appropriate to audience	TE: Vol. 1: T35, T85, T150, T171, T172, T173 Vol. 2: T167	
READING: CLASSROOM		
Level 1 - Entering		
Pair shapes of words related to illustrated classroom objects with print versions	The opportunity to introduce this objective is available. See the following: TE: Vol. 1: T5-T9, T16-T17, T19-T20, T24, T26-T27, T41, T43, T44	
Level 2 - Beginning		
Associate sounds or letters of illustrated classroom objects with words in print	The opportunity to introduce this objective is available. See the following: TE: Vol. 1: T5-T9, T16-T17, T19-T20, T24, T26-T27, T41, T43, T44	
Level 3 - Developing		
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 in the classroom.")	The opportunity to introduce this objective is available. See the following: TE: Vol. 1: T5-T9, T16-T17, T19-T20, T24, T26-T27, T41, T43, T44	
Level 4 - Expanding		
Identify words or phrases within illustrated classroom scenes	The opportunity to introduce this objective is available. See the following: TE: Vol. 1: T5-T9, T16-T17, T19-T20, T24, T26-T27, T41, T43, T44	
Level 5 - Bridging		
Relate meaning of phrases or short sentences in illustrated classroom scenes	The opportunity to introduce this objective is available. See the following: TE: Vol. 1: T5-T9, T16-T17, T19-T20, T24, T26-T27, T41, T43, T44	
WRITING: ROUTINES		
Level 1 - Entering		
Trace, copy, or depict daily routines in drawings	TE: Vol. 2: T217, T219	
Level 2 - Beginning		
Reproduce initial letters associated with daily routines from labeled drawings or illustrated models	The opportunity to address this objective is available. See the following: TE: Vol. 2: T217, T219	
Level 3 - Developing		
Label pictures of daily routines from illustrated models using words with invented spellings	The opportunity to address this objective is available. See the following: TE: Vol. 2: T217, T219	

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WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: PK - K		Hampton-Brown Avenues, Level A
Level 4 - Expanding		
Describe daily routines from illustrated models using words and phrases with invented spellings	The opportunity to address this objective is available. See the following: TE: Vol. 2: T217, T219	
Level 5 - Bridging		
Compose notes about daily routines using phrases or short sentences with invented spellings	The opportunity to address this objective is available. See the following: TE: Vol. 2: T217, T219	
English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .		
LISTENING: COLORS		
Level 1 - Entering		
Match colors in pictures as modeled orally (e.g., "Here is something <i>red</i> . Show me another <i>red</i> one.")	TE: Vol. 1: T1, T2, T3, T4, T44	
Level 2 - Beginning		
Distinguish objects in pictures by color as described orally (e.g., "There is a <i>black</i> bear. Point to <i>black</i> bear.")	TE: Vol. 1: T3, T44 Vol. 2: T24	
Level 3 - Developing		
Place pictures involving colors according to oral directions (e.g., "First is the <i>yellow</i> paper. The <i>blue</i> paper goes on top.")	TE: Vol. 1: T15, T33, T121, T122	
Level 4 - Expanding		
Arrange a series of pictures involving colors according to oral directions	The opportunity to address this objective is available. See the following: TE: Vol. 1: T15, T27, T121, T122	
Level 5 - Bridging		
Organize pictures to create color displays according to descriptive oral discourse	The opportunity to address this objective is available. See the following: TE: Vol. 1: T15, T27, T121, T122	
SPEAKING: NURSERY RHYMES		
Level 1 - Entering		
Repeat words or phrases from common nursery rhymes supported by illustrations	The opportunity to address this objective is available. See the following: TE: Vol. 2: T89, T142, T222	
Level 2 - Beginning		
Complete nursery rhyme phrases from illustrated models (e.g., "Jack and Jill went up a ____.")	The opportunity to address this objective is available. See the following: TE: Vol. 2: T89, T142, T222	

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WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: PK - K		Hampton-Brown Avenues, Level A
Level 3 - Developing		
Describe persons or events in nursery rhymes from illustrations	The opportunity to address this objective is available. See the following: TE: Vol. 2: T89, T142, T222	
Level 4 - Expanding		
Discuss what happens (plot or events) from nursery rhyme illustrations	TE: Vol. 2: T142	
Level 5 - Bridging		
Paraphrase nursery rhymes from illustrations	The opportunity to address this objective is available. See the following: TE: Vol. 2: T89, T142, T222	
READING: FEELINGS		
Level 1 - Entering		
Match symbols or icons with photographs or facial expressions that express feelings (e.g., happy face)	The opportunity to address this objective is available. See the following: TE: Vol. 2: T45f, T80-T81, T88	
Level 2 - Beginning		
Select matching pairs of illustrated words that express feelings	The opportunity to address this objective is available. See the following: TE: Vol. 2: T45f	
Level 3 - Developing		
Find examples of repeated words that express feelings in illustrated text (e.g., " <u>sad</u> girl," " <u>sad</u> boy")	The opportunity to introduce this objective is available. See the following: TE: Vol. 2: T80	
Level 4 - Expanding		
Predict feelings based on illustrated phrases (e.g., on book covers)	The opportunity to address this objective is available. See the following: TE: Vol. 2: T5, T45f	
Level 5 - Bridging		
Create 'stories' about feelings from illustrated text	The opportunity to introduce this objective is available. See the following: TE: Vol. 2: T45f, T83, T87	
WRITING: ENVIRONMENTAL PRINT		
Level 1 - Entering		
Draw or trace examples of environmental print (e.g., from cereal boxes, T shirts)	TE: Vol. 1: T30	
Level 2 - Beginning		
Copy examples of environmental print from labeled icons or objects	TE: Vol. 1: T30	

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WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: PK - K		Hampton-Brown Avenues, Level A
Level 3 - Developing		
Produce names of objects or icons represented in environmental print using invented spellings (e.g., ☀ sun)	The opportunity to address this objective is available. See the following: TE: Vol. 1: T30, T126, T168-T169, T177g	
Level 4 - Expanding		
List examples of environmental print in illustrated scenes using icons, words, or phrases with invented spellings	The opportunity to address this objective is available. See the following: TE: Vol. 1: T30-T31, T126, T168-T169, T177g	
Level 5 - Bridging		
Give examples of environmental print in illustrated scenes using phrases or short sentences with invented spellings	The opportunity to address this objective is available. See the following: TE: Vol. 1: T30-T31, T126, T168-T169, T177g	

Hampton-Brown Avenues, Level B
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Grade Level Cluster: 1 - 2

WIDA’s 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2		Hampton-Brown Avenues, Level B
English Language Proficiency Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting.		
LISTENING: SCHOOL AREAS, PERSONNEL, AND ACTIVITIES		
Level 1 - Entering		
Identify symbols, objects, or people associated with classrooms or school areas, personnel, or activities from pictures and oral statements (e.g., “Office” or “Exit”)	TE: Vol. 1: T12a, T12d, T12e, T12f, T12g, T16-17, T24-25, T28, T29, T33, T61, T117v Vol. 2: T32e, T131g	
Level 2 - Beginning		
Locate school areas, personnel, or activities described orally with visual support (e.g., corner of the room, washroom down the hall)	The opportunity to address this objective is available. See the following: TE: Vol. 1: T61 Vol. 2: T131g, T131s, T131u	
Level 3 - Developing		
Match school areas, personnel, or activities described orally to illustrated school or classroom scenes	The opportunity to introduce this objective is available. See the following: TE: Vol. 1: T61	
Level 4 - Expanding		
Sort school areas, personnel, or activities from non - school areas, personnel, or activities according to oral descriptions with visual support (e.g., “Which person does <i>not</i> work in the school?”)	The opportunity to address this objective is available. See the following: TE: Vol. 1: T61, T113, T177 Vol. 2: T61, T127, T195	
Level 5 - Bridging		
Match oral descriptions of school areas, personnel, or activities with individual needs or situations (e.g., “If...then;” “Suppose...”)	The opportunity to introduce this objective is available. See the following: TE: Vol. 1: T61	
SPEAKING: EVERYDAY OBJECTS		
Level 1 - Entering		
Name everyday objects depicted visually when given choices (e.g., Is this a book or a cookie?)	The opportunity to address this objective is available. See the following: TE: Vol. 1: T9u, T12d, T12e, T12f, T12g, T24-25, T28, T29, T36a, T89a-T89b, T105b	
Level 2 - Beginning		
Tell primary function or use of everyday objects depicted visually (e.g., “You put food on a plate.”)	TE: Vol. 1: T12a, T56b	
Level 3 - Developing		
Relate multiple functions or uses of everyday objects depicted visually (e.g., “I do homework on the table and eat dinner there.”)	The opportunity to introduce this objective is available. See the following: TE: Vol. 1: T117v	

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WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2		Hampton-Brown Avenues, Level B
Level 4 - Expanding		
Compare/contrast uses of everyday objects depicted visually (e.g., "I wash myself with soap. I dry myself with a towel.")	The opportunity to introduce this objective is available. See the following: TE: Vol. 1: T117v	
Level 5 - Bridging		
Evaluate and give reasons for usefulness of everyday objects (e.g., "Pencils are better than crayons for writing. You can write neater with pencils.")	This objective falls outside the scope of Hampton-Brown Avenues, Level B.	
READING: PERSONAL INFORMATION		
Level 1 - Entering		
Match illustrated words with bank of words about self	The opportunity to address this objective is available. See the following: TE: Vol. 1: T114-115, T116-117	
Level 2 - Beginning		
Identify illustrated phrases reflective of self (e.g., "go to school," "go home")	The opportunity to address this objective is available. See the following: TE: Vol. 1: T6-7, T8-9, T9g, T9l, T9n, T111	
Level 3 - Developing		
Answer yes/no or choice questions about self in illustrated text (e.g., "Are you a cat?")	The opportunity to address this objective is available. See the following: TE: Vol. 1: T6-7, T8-9	
Level 4 - Expanding		
Select illustrated sentences reflective of self (e.g., "I go to school on Fridays.")	The opportunity to address this objective is available. See the following: TE: Vol. 1: T111	
Level 5 - Bridging		
Distinguish between true and false information about self (e.g., "I have three eyes.")	TE: Vol. 1: T68c	
WRITING: PERSONAL CORRESPONDENCE		
Level 1 - Entering		
Trace, copy, or produce words about self using models and pictures	TE: Vol. 1: T30b, T31c-T31d, T117i, T117s, T118, T148, T150e Vol. 2: T6e	
Level 2 - Beginning		
Make lists for varying personal purposes using models and pictures (e.g., needed school supplies)	The opportunity to address this objective is available. See the following: TE: Vol. 1: T34e, T118f, T173a-T173b, T177e-T177f	

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Grade Level Cluster: 1 - 2

WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2		Hampton-Brown Avenues, Level B
Level 3 - Developing		
Relate personal facts using models and pictures (e.g., "I have brown eyes.")	TE: Vol. 1: T30b, T31c-T31d, T114d, T117i, T117s, T117u, T118, T148, T150e Vol. 2: T6e	
Level 4 – Expanding		
Compose personal messages for friends using models and pictures	The opportunity to address this objective is available. See the following: TE: Vol. 1: T65p, T145c-T145d Vol. 2: T57c-T57d, T123c-T123d, T131p	
Level 5 - Bridging		
Narrate or compose personal stories from pictures	The opportunity to address this objective is available. See the following: TE: Vol. 1: T114-115, T116-117, T117b, T118, T142, T144a, T144b, T150e	
English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .		
LISTENING: SEQUENCE OF STORY		
Level 1 - Entering		
Match pictures to sentences read aloud	TE: Vol. 1: T68e-T68f, T86-T87, T90, T120e-T120f, T142-T143	
Level 2 - Beginning		
Order pictures of related sentences read aloud that use ordinal numerals or sequential language (e.g., first, second, last; first, then, next)	TE: Vol. 1: T68e-T68f, T86-T87, T90, T120e-T120f, T142-T143 Vol. 2: T65s-T65t, T68e-T68f, T72-73	
Level 3 - Developing		
Sequence pictures of stories read aloud by beginning, middle, and end	TE: Vol. 1: T91 Vol. 2: T90e-T90f	
Level 4 – Expanding		
Match story sequence read aloud to a series of pictures (e.g., Once upon a time....and they lived happily ever after)	TE: Vol. 1: T68e-T68f, T86-T87	
Level 5 - Bridging		
Select logical outcomes or endings to stories read aloud	TE: Vol. 1: T138-139 Vol. 2: T30-T31, T48-49, T116-117	
SPEAKING: STORY ELEMENTS		
Level 1 – Entering		
Name persons (characters) or settings of stories from picture books	TE: Vol. 1: T12a, T65g-T65h, T68a-T68b, T117g-T117h, T175a-T175b Vol. 2: T34a-T34b, T88f, T90a-T90b, T110-111, T131g-T131h	

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Grade Level Cluster: 1 - 2

WIDA’s 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2		Hampton-Brown Avenues, Level B
Level 2 - Beginning		
Describe characters or settings of stories from picture books	TE: Vol. 1: T65m-T65n, T136-137 Vol. 2: T104, T110-111, T116-117, T119, T134e, T136-137, T166	
Level 3 – Developing		
State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories	TE: Vol. 1: T138-139, T146-T147 Vol. 2: T46-47, T110-111, T131i	
Level 4 – Expanding		
Narrate main events of plot sequences in given time frames of picture books or illustrated short stories	TE: Vol. 1: T68e-T68f Vol. 2: T54, T55a-T55b, T102-103, T121a-T121b, T167a-T167b	
Level 5 – Bridging		
Re/tell stories using story elements from picture books or short stories	TE: Vol. 1: T86-T87, T87a-T87b, T120f, T128-129, T142-T143 Vol. 2: T54, T55a-T55b, T121a-T121b, T167a-T167b	
READING: PHONICS/ PHONEMIC AWARENESS		
Level 1 - Entering		
Associate letter sounds (at beginning, middle, or end of words) with familiar pictures in context	The opportunity to address this objective is available. See the following: TE: Vol. 1: T6e, T118g Vol. 2: T10g, T11a, T33a, T34h, T67a, T88g, T89a, T133a	
Level 2 – Beginning		
Match letters/digraphs within and across words with pictures in context	The opportunity to address this objective is available. See the following: TE: Vol. 2: T33a, T34h, T132-T133	
Level 3 - Developing		
Sort words and phrases, with visual support, into phonological or semantic categories (e.g., c that sounds like k, c that sounds like s)	TE: Vol. 1: T35a, T68h, T94h, T105d, T150h Vol. 2: T34h, T90h, T134h	
Level 4 - Expanding		
Identify words with phonetic variation in illustrated phrases or sentences (e.g., words with silent letters)	The opportunity to address this objective is available. See the following: TE: Vol. 1: T35, T35b, T59, T59b, T65q-T65r, T92-T93, T117q-T117r, T118-T119, T148-T149 Vol. 2: T9q-T9r, T65q-T65r	

Hampton-Brown Avenues, Level B
correlated to
WIDA's 2007 Summative English Language Proficiency Standards 1 & 2
Grade Level Cluster: 1 - 2

WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2	Hampton-Brown Avenues, Level B
Level 5 - Bridging	
Match sentences that contain words with phonetic variation with pictures	The opportunity to address this objective is available. See the following: TE: Vol. 1: T35, T59, T59b, T65q-T65r, T92-T93, T117q-T117r, T118-T119, T148-T149 Vol. 2: T65r
WRITING: WORD FAMILIES	
Level 1 - Entering	
Reproduce illustrated word pairs by families (e.g., cat, hat)	The opportunity to introduce this objective is available. See the following: TE: Vol. 1: T34g-T34h Vol. 2: T174h, T187b
Level 2 - Beginning	
Generate lists of word families from illustrated models	The opportunity to introduce this objective is available. See the following: TE: Vol. 1: T34g-T34h Vol. 2: T174h, T187b
Level 3 - Developing	
Make original statements or questions using illustrated word families	The opportunity to introduce this objective is available. See the following: TE: Vol. 1: T34g-T34h Vol. 2: T174h, T187b
Level 4 - Expanding	
Produce related sentences using illustrated word families	The opportunity to introduce this objective is available. See the following: TE: Vol. 1: T34g-T34h Vol. 2: T174h, T187b
Level 5 - Bridging	
Create fictional stories using word families	This objective falls outside the scope of Hampton-Brown Avenues, Level B.

Hampton-Brown Avenues, Level C
correlated to
WIDA's 2007 Summative English Language Proficiency Standards 1 & 2

Grade Level Cluster: 1 - 2

WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2		Hampton-Brown Avenues, Level C
English Language Proficiency Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting.		
LISTENING: SCHOOL AREAS, PERSONNEL, AND ACTIVITIES		
Level 1 - Entering		
Identify symbols, objects, or people associated with classrooms or school areas, personnel, or activities from pictures and oral statements (e.g., "Office" or "Exit")	The opportunity to address this objective is available. See the following: TE: T380f	
Level 2 - Beginning		
Locate school areas, personnel, or activities described orally with visual support (e.g., corner of the room, washroom down the hall)	The opportunity to address this objective is available. See the following: TE: T380f	
Level 3 - Developing		
Match school areas, personnel, or activities described orally to illustrated school or classroom scenes	This objective falls outside the scope of Hampton-Brown Avenues, Level C.	
Level 4 - Expanding		
Sort school areas, personnel, or activities from non - school areas, personnel, or activities according to oral descriptions with visual support (e.g., "Which person does <i>not</i> work in the school?")	The opportunity to address this objective is available. See the following: TE: T13b, T13s-T13t, T39a-T39b, T193, T407	
Level 5 - Bridging		
Match oral descriptions of school areas, personnel, or activities with individual needs or situations (e.g., "If...then;" "Suppose...")	This objective falls outside the scope of Hampton-Brown Avenues, Level C.	
SPEAKING: EVERYDAY OBJECTS		
Level 1 - Entering		
Name everyday objects depicted visually when given choices (e.g., Is this a book or a cookie?)	The opportunity to address this objective is available. See the following: TE: T74-75, T76-77, T77s-T77t, T104e, T338-339	
Level 2 - Beginning		
Tell primary function or use of everyday objects depicted visually (e.g., "You put food on a plate.")	The opportunity to address this objective is available. See the following: TE: T74-75, T76-77, T77s-T77t	
Level 3 - Developing		
Relate multiple functions or uses of everyday objects depicted visually (e.g., "I do homework on the table and eat dinner there.")	This objective falls outside the scope of Hampton-Brown Avenues, Level C.	
Level 4 - Expanding		
Compare/contrast uses of everyday objects depicted visually (e.g., "I wash myself with soap. I dry myself with a towel.")	This objective falls outside the scope of Hampton-Brown Avenues, Level C.	

Hampton-Brown Avenues, Level C
correlated to
WIDA’s 2007 Summative English Language Proficiency Standards 1 & 2
Grade Level Cluster: 1 - 2

WIDA’s 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2		Hampton-Brown Avenues, Level C
Level 5 - Bridging		
Evaluate and give reasons for usefulness of everyday objects (e.g., “Pencils are better than crayons for writing. You can write neater with pencils.”)	This objective falls outside the scope of Hampton-Brown Avenues, Level C.	
READING: PERSONAL INFORMATION		
Level 1 - Entering		
Match illustrated words with bank of words about self	This objective falls outside the scope of Hampton-Brown Avenues, Level C.	
Level 2 - Beginning		
Identify illustrated phrases reflective of self (e.g., “go to school,” “go home”)	The opportunity to address this objective is available. See the following: TE: 15a-T15b	
Level 3 - Developing		
Answer yes/no or choice questions about self in illustrated text (e.g., “Are you a cat?”)	This objective falls outside the scope of Hampton-Brown Avenues, Level C.	
Level 4 - Expanding		
Select illustrated sentences reflective of self (e.g., “I go to school on Fridays.”)	The opportunity to address this objective is available. See the following: TE: 15a-T15b	
Level 5 - Bridging		
Distinguish between true and false information about self (e.g., “I have three eyes.”)	This objective falls outside the scope of Hampton-Brown Avenues, Level C.	
WRITING: PERSONAL CORRESPONDENCE		
Level 1 - Entering		
Trace, copy, or produce words about self using models and pictures	TE: T15a-T15b, T228	
Level 2 – Beginning		
Make lists for varying personal purposes using models and pictures (e.g., needed school supplies)	TE: T197t	
Level 3 - Developing		
Relate personal facts using models and pictures (e.g., “I have brown eyes.”)	TE: T15a, T228	
Level 4 - Expanding		
Compose personal messages for friends using models and pictures	The opportunity to address this objective is available. See the following: TE: T36b, T69c-T69d, T189c-T189d, T197o-T197p, T237c-T237d	
Level 5 - Bridging		

Hampton-Brown Avenues, Level C
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WIDA's 2007 Summative English Language Proficiency Standards 1 & 2
Grade Level Cluster: 1 - 2

WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2	Hampton-Brown Avenues, Level C
Narrate or compose personal stories from pictures	The opportunity to address this objective is available. See the following: TE: T10g, T62, T159c-T159d, T259c-T259d, T331c-T331d, T335c-T335k, T336g, T407a, T407i
English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .	
LISTENING: SEQUENCE OF STORY	
Level 1 - Entering	
Match pictures to sentences read aloud	The opportunity to address this objective is available. See the following: TE: T77m-T77n, T182-183
Level 2 - Beginning	
Order pictures of related sentences read aloud that use ordinal numerals or sequential language (e.g., first, second, last; first, then, next)	The opportunity to address this objective is available. See the following: TE: T77m-T77n, T182-183, T314-315
Level 3 – Developing	
Sequence pictures of stories read aloud by beginning, middle, and end	TE: T77m, T164e-T164f
Level 4 – Expanding	
Match story sequence read aloud to a series of pictures (e.g., Once upon a time....and they lived happily ever after)	The opportunity to address this objective is available. See the following: TE: T328, T339m-T339n
Level 5 – Bridging	
Select logical outcomes or endings to stories read aloud	TE: T95, T160-T161
SPEAKING: STORY ELEMENTS	
Level 1 - Entering	
Name persons (characters) or settings of stories from picture books	TE: T13g-T13h, T42a-T42b, T42e-T42f, T99, T139g-T139h, T197g-T197h, T202-203, T296a-T296b, T339g-T339h, T374-375
Level 2 - Beginning	
Describe characters or settings of stories from picture books	TE: T13m-T13n, T42e-T42f, T48-49, T66-T67, T220-221, T300-301, T308-309
Level 3 – Developing	
State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories	TE: T35, T197i

Hampton-Brown Avenues, Level C
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WIDA's 2007 Summative English Language Proficiency Standards 1 & 2
Grade Level Cluster: 1 - 2

WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2		Hampton-Brown Avenues, Level C
Level 4 – Expanding		
Narrate main events of plot sequences in given time frames of picture books or illustrated short stories	The opportunity to address this objective is available. See the following: TE: T67a, T296e-T296f, T314-315, T328, T339m-T339n	
Level 5 - Bridging		
Re/tell stories using story elements from picture books or short stories	TE: T67a, T77n, T96, T99a-T99b, T186-T187, T197n, T235a-T235b, T296f, T314-315, T328-T329, T339n, T374-T375	
READING: PHONICS/PHONEMIC AWARENESS		
Level 1 - Entering		
Associate letter sounds (at beginning, middle, or end of words) with familiar pictures in context	TE: T106h, T199a, T294g, T341a	
Level 2 – Beginning		
Match letters/diagraphs within and across words with pictures in context	The opportunity to address this objective is available. See the following: TE: T14g-T14h, T40g-T40h, T78g-T78h, T104g-T104h, T140g-T140h, T162g-T162h, T198g-T198h, T240g-T240h, T268g-T268h, T340g-T340h	
Level 3 – Developing		
Sort words and phrases, with visual support, into phonological or semantic categories (e.g., c that sounds like k, c that sounds like s)	TE: T80-81, T106-107, T142-143, T164-165, T200-201, T242-243, T296-297, T342-343, T382-383	
Level 4 - Expanding		
Identify words with phonetic variation in illustrated phrases or sentences (e.g., words with silent letters)	The opportunity to address this objective is available. See the following: TE: T20-21, T33b, T40-T41, T41b, T65b, T77r, T80h, T127b, T135b, T197q-T197r, T267q-T267r	
Level 5 - Bridging		
Match sentences that contain words with phonetic variation with pictures	The opportunity to address this objective is available. See the following: TE: T20-21, T33b, T40-T41, T41b, T65b, T77r, T80h, T127b, T135b, T197q-T197r, T267q-T267r	
WRITING: WORD FAMILIES		
Level 1 - Entering		
Reproduce illustrated word pairs by families (e.g., cat, hat)	The opportunity to address this objective is available. See the following: TE: T16-17, T42-43, T80-81, T200-201	
Level 2 – Beginning		
Generate lists of word families from illustrated models	TE: T16-17, T42-43	

Hampton-Brown Avenues, Level C
correlated to
WIDA's 2007 Summative English Language Proficiency Standards 1 & 2
Grade Level Cluster: 1 - 2

WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2		Hampton-Brown Avenues, Level C
Level 3 – Developing		
Make original statements or questions using illustrated word families	The opportunity to introduce this objective is available. See the following: TE: T16-17, T42-43, T80-81, T200-201	
Level 4 - Expanding		
Produce related sentences using illustrated word families	The opportunity to introduce this objective is available. See the following: TE: T16-17, T42-43, T80-81, T200-201	
Level 5 - Bridging		
Create fictional stories using word families	The opportunity to introduce this objective is available. See the following: TE: T16-17, T42-43, T80-81, T200-201	

Hampton-Brown Avenues, Level D
correlated to
WIDA’s 2007 Summative English Language Proficiency Standards 1 & 2
Grade Level Cluster: 3 - 5

WIDA’s 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5		Hampton-Brown Avenues, Level D
English Language Proficiency Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting.		
LISTENING: FOLLOWING DIRECTIONS		
Level 1 - Entering		
Follow one-step oral commands supported visually or modeled	The opportunity to address this objective is available. See the following: TE: T95, T222	
Level 2 - Beginning		
Follow two-step oral commands supported visually that involve language of request (e.g., “Please open your book and point to a picture.”)	The opportunity to address this objective is available. See the following: TE: T95, T222	
Level 3 - Developing		
Follow multi-step 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.”)	The opportunity to address this objective is available. See the following: TE: T95, T222	
Level 4 - Expanding		
Follow a series of oral directions supported visually that involve language of request (e.g., “First, I would like you to...Then, please...Finally,...”)	The opportunity to address this objective is available. See the following: TE: T95, T222, T311	
Level 5 - Bridging		
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.”)	The opportunity to address this objective is available. See the following: TE: T58b, T95, T222	
SPEAKING: PERSONAL INFORMATION		
Level 1 - Entering		
Respond to yes/no, WH-, or choice questions about self from picture prompts and models (e.g., “Are you a boy or a girl?”)	The opportunity to address this objective is available. See the following: TE: T68e-T68f, T70g, T99a, T101a-T101b, T128e-T128f, T130g, T214g, T300e-T300f, T366e, T404e	
Level 2 – Beginning		
Respond to personal, open-ended questions from picture prompts using phrases or short sentences	The opportunity to address this objective is available. See the following: TE: T101a-T101b, T102e-T102f, T214g	
Level 3 – Developing		
Express information about self in response to picture prompts using sentences	The opportunity to address this objective is available. See the following: TE: T300e-T300f, T336e-T336f, T430e	

Hampton-Brown Avenues, Level D
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WIDA’s 2007 Summative English Language Proficiency Standards 1 & 2
Grade Level Cluster: 3 - 5

WIDA’s 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5		Hampton-Brown Avenues, Level D
Level 4 – Expanding		
Relate personal information using connected ideas in response to picture prompts	The opportunity to address this objective is available. See the following: TE: T295k, T300e-T300f, T336e-T336f, T430e	
Level 5 – Bridging		
React to issues based on personal information offering justification for response in extended discourse	TE: T16f, T18g, T33, T38f, T130g, T302g	
READING: LEISURE ACTIVITIES		
Level 1 – Entering		
Select general themes related to leisure activities from pictures and words or phrases (e.g., “Play ball.”)	The opportunity to introduce this objective is available. See the following: TE: T22, T40g, T44, T50-51, T63f, T214g	
Level 2 – Beginning		
Identify overall message from visually or graphically supported examples of leisure activities (e.g., “He plays soccer after school.”)	TE: T40g	
Level 3 - Developing		
Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule)	The opportunity to address this objective is available. See the following: TE: T40g	
Level 4 - Expanding		
Compare information from visually or graphically supported text on leisure activities (e.g., soccer schedule for September and October)	This objective falls outside the scope of Hampton-Brown Avenues, Level D.	
Level 5 - Bridging		
Infer information on leisure activities from text (e.g., travel brochure)	The opportunity to address this objective is available. See the following: TE: T59a-T59b, T333c-T333d	
WRITING: RULES AND PROCEDURES		
Level 1 – Entering		
Label or produce icons for school rules or procedures from illustrated scenes and models	The opportunity to address this objective is available. See the following: TE: T12g	
Level 2 - Beginning		
List dos and don’ts regarding school rules or procedures from illustrated scenes (e.g., “Don’t run in the halls.”)	The opportunity to introduce this objective is available. See the following: TE: T12g	

Hampton-Brown Avenues, Level D
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WIDA's 2007 Summative English Language Proficiency Standards 1 & 2
Grade Level Cluster: 3 - 5

WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5		Hampton-Brown Avenues, Level D
Level 3 - Developing		
Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom)	The opportunity to address this objective is available. See the following: TE: T12g	
Level 4 - Expanding		
Explain the usefulness or importance of school rules or procedures from illustrated scenes of specific situations	The opportunity to address this objective is available. See the following: TE: T12g	
Level 5 - Bridging		
Discuss or propose modifications to or consequences of breaking school rules or procedures	This objective falls outside the scope of Hampton-Brown Avenues, Level D.	
English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .		
LISTENING: EXPLICIT AND INFERENTIAL INFORMATION		
Level 1 - Entering		
Match oral statements from narrative or expository material to their illustrated representations	The opportunity to address this objective is available. See the following: TE: T30, T102f, T194, T230, T270e	
Level 2 – Beginning		
Determine literal meanings of oral passages from narrative or expository material and match to illustrations	TE: T76-77, T110	
Level 3 – Developing		
Make predictions from oral discourse on narrative or expository material supported by illustrations (e.g., oral reading of realistic fiction)	TE: T74, T86-87, T200-201, T274, T308-309, T345, T374-375, T386-387, T447	
Level 4 – Expanding		
Identify cause/ effect in oral discourse from narrative or expository material supported by illustrations	TE: T81, T86-87, T110, T112, T146-147, T252, T312-313, T338e-T338f, T354-T355, T432e-T432f	
Level 5 - Bridging		
Make connections and draw conclusions from oral discourse using grade level materials	TE: T30, T36-T37, T50-51, T56-T57, T88-89, T141, T281, T306-307, T331, T350-351	
SPEAKING: STORY ELEMENTS AND TYPES OF GENRES		
Level 1 – Entering		
Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables, or legends) depicted visually	TE: T18a-T18b, T40a-T40b, T70a-T70b, T104a-T104b, T130a-T130b, T184a-T184b, T270a-T270b, T338a-T338b, T368a-T368b, T462a-T462b	
Level 2 – Beginning		
Describe story elements of various genres supported by illustrations	TE: T57, T88-89, T200-201, T280, T302e-T302f, T317, T330-T331, T436-437	

Hampton-Brown Avenues, Level D
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WIDA's 2007 Summative English Language Proficiency Standards 1 & 2

Grade Level Cluster: 3 - 5

WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5	Hampton-Brown Avenues, Level D
Level 3 – Developing	
Summarize story lines, issues or conflicts in various genres, supported by illustrations	TE: T130e-T130f, T148, T150-T151, T154-T155, T171, T204, T230, T397
Level 4 – Expanding	
Discuss relationships among ideas or offer opinions on issues or conflicts in various genres supported by illustrations	TE: T184e-T184f, T202, T207, T287, T441
Level 5 – Bridging	
Propose options or solutions to issues or conflicts in various genres and support response with details	TE: T207
READING: BIOGRAPHY AND AUTOBIOGRAPHY	
Level 1 - Entering	
Find identifying information on biographies from illustrations, words, or phrases	The opportunity to introduce this objective is available. See the following: TE: T355
Level 2 - Beginning	
Sequence events in biographical sketches using illustrations and graphic organizers (e.g., timelines)	This objective falls outside the scope of Hampton-Brown Avenues, Level D.
Level 3 - Developing	
Sort relevant from irrelevant biographical information using illustrations and graphic organizers	This objective falls outside the scope of Hampton-Brown Avenues, Level D.
Level 4 - Expanding	
Compare/contrast biographical information from two persons using illustrations and graphic organizers	This objective falls outside the scope of Hampton-Brown Avenues, Level D.
Level 5 - Bridging	
Integrate biographical information to form opinions on people	This objective falls outside the scope of Hampton-Brown Avenues, Level D.
WRITING: CONVENTIONS AND MECHANICS	
Level 1 - Entering	
Identify basic conventions or mechanics in text (e.g., use of capital letters)	TE: T63j, T70d, T75, T169a, T317, T357d, T411, T425j, T425l
Level 2 – Beginning	
Differentiate among uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks)	TE: T23, T63j, T70d, T101a-T101b, T425j, T425l
Level 3 – Developing	
Use conventions or mechanics in illustrated passages (e.g., commas to indicate a series)	TE: T23, T75, T101b

Hampton-Brown Avenues, Level D
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WIDA's 2007 Summative English Language Proficiency Standards 1 & 2

Grade Level Cluster: 3 - 5

Level 4 – Expanding	
Revise illustrated text according to specified conventions or mechanics (e.g., combine sentences to make appositives)	The opportunity to address this objective is available. See the following: TE: T63l, T99d, T153d, T177j, T235d, T295i, T357d, T401d, T425i, T457d
Level 5 – Bridging	
Provide examples and reasons for use of specified conventions or mechanics (e.g., “Why do we need commas?”)	The opportunity to address this objective is available. See the following: TE: T23, T63j, T99d, T177k, T295k, T357d

Hampton-Brown Avenues, Level E
correlated to
WIDA's 2007 Summative English Language Proficiency Standards 1 & 2

Grade Level Cluster: 3 - 5

WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5		Hampton-Brown Avenues, Level E
English Language Proficiency Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting.		
LISTENING: FOLLOWING DIRECTIONS		
Level 1 - Entering		
Follow one-step oral commands supported visually or modeled	The opportunity to address this objective is available. See the following: TE: T149, T457a-T457b	
Level 2 - Beginning		
Follow two-step oral commands supported visually that involve language of request (e.g., "Please open your book and point to a picture.")	The opportunity to address this objective is available. See the following: TE: T149, T457a-T457b	
Level 3 - Developing		
Follow multi-step 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.")	The opportunity to address this objective is available. See the following: TE: T149, T457a-T457b	
Level 4 - Expanding		
Follow a series of oral directions supported visually that involve language of request (e.g., "First, I would like you to...Then, please...Finally,...")	The opportunity to address this objective is available. See the following: TE: T149, T457a-T457b	
Level 5 - Bridging		
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.")	The opportunity to address this objective is available. See the following: TE: T149, T457a-T457b	
SPEAKING: PERSONAL INFORMATION		
Level 1 - Entering		
Respond to yes/no, WH-, or choice questions about self from picture prompts and models (e.g., "Are you a boy or a girl?")	TE: T301a-T301b, T305a-T305b	
Level 2 - Beginning		
Respond to personal, open-ended questions from picture prompts using phrases or short sentences	The opportunity to address this objective is available. See the following: TE: T16e, T46e, T65c, T258a-T258b, T301b, T305a-T305b, T313a, T438g	
Level 3 - Developing		
Express information about self in response to picture prompts using sentences	The opportunity to address this objective is available. See the following: TE: T16e-T16f, T46e-T46f, T65c, T96e-T96f, T270e-T270f, T301b, T305a-T305b, T313a, T438g	

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Grade Level Cluster: 3 - 5

WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5		Hampton-Brown Avenues, Level E
Level 4 - Expanding		
Relate personal information using connected ideas in response to picture prompts	The opportunity to address this objective is available. See the following: TE: T16e-T16f, T46e-T46f, T65c, T96e-T96f, T270e-T270f, T301a-T301b, T305a-T305b, T313a, T438g	
Level 5 - Bridging		
React to issues based on personal information offering justification for response in extended discourse	TE: T16e-T16f, T18g, T65c, T74e-T74f, T169, T208g, T369a-T369b	
READING: LEISURE ACTIVITIES		
Level 1 - Entering		
Select general themes related to leisure activities from pictures and words or phrases (e.g., "Play ball.")	The opportunity to introduce this objective is available. See the following: TE: T30	
Level 2 - Beginning		
Identify overall message from visually or graphically supported examples of leisure activities (e.g., "He plays soccer after school.")	The opportunity to introduce this objective is available. See the following: TE: T30	
Level 3 - Developing		
Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule)	The opportunity to introduce this objective is available. See the following: TE: T30	
Level 4 - Expanding		
Compare information from visually or graphically supported text on leisure activities (e.g., soccer schedule for September and October)	This objective falls outside the scope of Hampton-Brown Avenues, Level E.	
Level 5 - Bridging		
Infer information on leisure activities from text (e.g., travel brochure)	This objective falls outside the scope of Hampton-Brown Avenues, Level E.	
WRITING: RULES AND PROCEDURES		
Level 1 - Entering		
Label or produce icons for school rules or procedures from illustrated scenes and models	The opportunity to introduce this objective is available. See the following: TE: T171a-T171b	
Level 2 - Beginning		
List dos and don'ts regarding school rules or procedures from illustrated scenes (e.g., "Don't run in the halls.")	The opportunity to introduce this objective is available. See the following: TE: T171a-T171b	

Hampton-Brown Avenues, Level E
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WIDA's 2007 Summative English Language Proficiency Standards 1 & 2

Grade Level Cluster: 3 - 5

WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5		Hampton-Brown Avenues, Level E
Level 3 - Developing		
Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom)	This objective falls outside the scope of Hampton-Brown Avenues, Level E.	
Level 4 - Expanding		
Explain the usefulness or importance of school rules or procedures from illustrated scenes of specific situations	This objective falls outside the scope of Hampton-Brown Avenues, Level E.	
Level 5 - Bridging		
Discuss or propose modifications to or consequences of breaking school rules or procedures	This objective falls outside the scope of Hampton-Brown Avenues, Level E.	
English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .		
LISTENING: EXPLICIT AND INFERENTIAL INFORMATION		
Level 1 - Entering		
Match oral statements from narrative or expository material to their illustrated representations	The opportunity to address this objective is available. See the following: TE: T248-249, T250, T272e, T284, T366, T380e, T453	
Level 2 - Beginning		
Determine literal meanings of oral passages from narrative or expository material and match to illustrations	The opportunity to address this objective is available. See the following: TE: T154-155, T217, T276, T350-T351, T352-353, T384-385	
Level 3 – Developing		
Make predictions from oral discourse on narrative or expository material supported by illustrations (e.g., oral reading of realistic fiction)	TE: T56-57, T82-83, T91, T138-139, T190-191, T278-279, T362, T398, T399, T458-T459	
Level 4 - Expanding		
Identify cause/ effect in oral discourse from narrative or expository material supported by illustrations	TE: T84-85, T108, T180, T220-221, T277, T285, T320, T340e-T340f, T366-T367, T390	
Level 5 - Bridging		
Make connections and draw conclusions from oral discourse using grade level materials	TE: T22, T41, T78-79, T169, T228-229, T285, T288-T289, T367, T425, T442	

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WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5		Hampton-Brown Avenues, Level E
SPEAKING: STORY ELEMENTS AND TYPES OF GENRES		
Level 1 - Entering		
Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables, or legends) depicted visually	TE: T18a-T18b, T48a-T48b, T76a-T76b, T89, T98a-T98b, T134a-T134b, T176a-T176b, T208a-T208b, T272a-T272b, T340a-T340b	
Level 2 - Beginning		
Describe story elements of various genres supported by illustrations	TE: T18e-T18f, T40-T41, T136-137, T138-139, T165, T173a-T173b, T214-215, T289a-T289b, T301, T363, T386-387	
Level 3 - Developing		
Summarize story lines, issues or conflicts in various genres, supported by illustrations	TE: T76e-T76f, T84-85, T90-91, T134e-T134f, T168-T169, T172-T173, T216, T284-T285, T354, T396	
Level 4 - Expanding		
Discuss relationships among ideas or offer opinions on issues or conflicts in various genres supported by illustrations	TE: T76e-T76f, T88, T90-T91, T380e-T380f, T396, T408e-T408f, T424-T425	
Level 5 – Bridging		
Propose options or solutions to issues or conflicts in various genres and support response with details	The opportunity to address this objective is available. See the following: TE: T88	
READING: BIOGRAPHY AND AUTOBIOGRAPHY		
Level 1 - Entering		
Find identifying information on biographies from illustrations, words, or phrases	TE: T48a-T48b, T48e-T48f, T62-T63, T63a-T63b, T68-T69, T69c-T69d	
Level 2 - Beginning		
Sequence events in biographical sketches using illustrations and graphic organizers (e.g., timelines)	TE: T48e-T48f, T62-T63, T69e-T69f	
Level 3 - Developing		
Sort relevant from irrelevant biographical information using illustrations and graphic organizers	The opportunity to address this objective is available. See the following: TE: T48e-T48f, T62-T63, T63a-T63b, T68-T69, T69e-T69f, T368b	
Level 4 - Expanding		
Compare/contrast biographical information from two persons using illustrations and graphic organizers	The opportunity to introduce this objective is available. See the following: TE: T63a-T63b, T69k, T368b	

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WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5		Hampton-Brown Avenues, Level E
Level 5 – Bridging		
Integrate biographical information to form opinions on people	TE: T61b, T63, T63a-T63b	
WRITING: CONVENTIONS AND MECHANICS		
Level 1 - Entering		
Identify basic conventions or mechanics in text (e.g., use of capital letters)	TE: T23, T69k-T69l, T93d, T197d, T423, T431k, T438d, T443, T479d	
Level 2 - Beginning		
Differentiate among uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks)	The opportunity to address this objective is available. See the following: TE: T23, T67	
Level 3 - Developing		
Use conventions or mechanics in illustrated passages (e.g., commas to indicate a series)	The opportunity to address this objective is available. See the following: TE: T23, T67, T69k, T93d, T197d, T309k, T423, T431k, T438d, T443	
Level 4 - Expanding		
Revise illustrated text according to specified conventions or mechanics (e.g., combine sentences to make appositives)	The opportunity to address this objective is available. See the following: TE: T43d, T69i, T197d, T201i-T201j, T235d, T261d, T287d, T305d, T309i-T309j, T403d	
Level 5 - Bridging		
Provide examples and reasons for use of specified conventions or mechanics (e.g., "Why do we need commas?")	The opportunity to address this objective is available. See the following: TE: T23, T67, T69k-T69l, T309k, T431k, T438d, T443, T479d	

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WIDA’s 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5		Hampton-Brown Avenues, Level F
English Language Proficiency Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting.		
LISTENING: FOLLOWING DIRECTIONS		
Level 1 - Entering		
Follow one-step oral commands supported visually or modeled	The opportunity to address this objective is available. See the following: TE: T23, T36a, T208-209, T300-301	
Level 2 – Beginning		
Follow two-step oral commands supported visually that involve language of request (e.g., “Please open your book and point to a picture.”)	The opportunity to address this objective is available. See the following: TE: T23, T36a, T208-209, T300-301	
Level 3 - Developing		
Follow multi-step 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.”)	The opportunity to address this objective is available. See the following: TE: T23, T36a, T208-209, T300-301	
Level 4 - Expanding		
Follow a series of oral directions supported visually that involve language of request (e.g., “First, I would like you to...Then, please...Finally,...”)	The opportunity to address this objective is available. See the following: TE: T23, T36a, T208-209, T300-301	
Level 5 - Bridging		
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.”)	The opportunity to address this objective is available. See the following: TE: T23, T36a, T208-209, T300-301	
SPEAKING: PERSONAL INFORMATION		
Level 1 - Entering		
Respond to yes/no, WH-, or choice questions about self from picture prompts and models (e.g., “Are you a boy or a girl?”)	TE: T66f, T220e-T220f, T426, T462e-T462f	
Level 2 - Beginning		
Respond to personal, open-ended questions from picture prompts using phrases or short sentences	The opportunity to address this objective is available. See the following: TE: T12f, T18a, T66f, T220e-T220f, T408e-T408f, T426, T462e-T462f	
Level 3 - Developing		
Express information about self in response to picture prompts using sentences	The opportunity to address this objective is available. See the following: TE: T12f, T18a, T66f, T220e-T220f, T408e-T408f, T426, T462e-T462f	

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WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5		Hampton-Brown Avenues, Level F
Level 4 - Expanding		
Relate personal information using connected ideas in response to picture prompts	The opportunity to address this objective is available. See the following: TE: T12f, T18a, T66f, T220e-T220f, T408e-T408f, T426, T462e-T462f	
Level 5 - Bridging		
React to issues based on personal information offering justification for response in extended discourse	TE: T214-T215, T408f	
READING: LEISURE ACTIVITIES		
Level 1 - Entering		
Select general themes related to leisure activities from pictures and words or phrases (e.g., "Play ball.")	The opportunity to introduce this objective is available. See the following: TE: T15b, T158e-T158f, T281c-T281d	
Level 2 - Beginning		
Identify overall message from visually or graphically supported examples of leisure activities (e.g., "He plays soccer after school.")	The opportunity to introduce this objective is available. See the following: TE: T15b, T158e-T158f, T281c-T281d	
Level 3 - Developing		
Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule)	The opportunity to introduce this objective is available. See the following: TE: T15b, T158e-T158f, T281c-T281d	
Level 4 - Expanding		
Compare information from visually or graphically supported text on leisure activities (e.g., soccer schedule for September and October)	The opportunity to introduce this objective is available. See the following: TE: T15b, T158e-T158f, T281c-T281d	
Level 5 - Bridging		
Infer information on leisure activities from text (e.g., travel brochure)	The opportunity to address this objective is available. See the following: TE: T281c-T281d	
WRITING: RULES AND PROCEDURES		
Level 1 - Entering		
Label or produce icons for school rules or procedures from illustrated scenes and models	The opportunity to introduce this objective is available. See the following: TE: T338b	
Level 2 - Beginning		
List dos and don'ts regarding school rules or procedures from illustrated scenes (e.g., "Don't run in the halls.")	The opportunity to introduce this objective is available. See the following: TE: T338b	

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Level 3 - Developing		
Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom)	The opportunity to introduce this objective is available. See the following: TE: T338b	
Level 4 - Expanding		
Explain the usefulness or importance of school rules or procedures from illustrated scenes of specific situations	The opportunity to introduce this objective is available. See the following: TE: T338b	
Level 5 - Bridging		
Discuss or propose modifications to or consequences of breaking school rules or procedures	This objective falls outside the scope of Hampton-Brown Avenues, Level F.	
English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts .		
LISTENING: EXPLICIT AND INFERENTIAL INFORMATION		
Level 1 - Entering		
Match oral statements from narrative or expository material to their illustrated representations	The opportunity to address this objective is available. See the following: TE: T18a, T18e, T151, T188e, T246, T304, T344e, T426	
Level 2 - Beginning		
Determine literal meanings of oral passages from narrative or expository material and match to illustrations	The opportunity to address this objective is available. See the following: TE: T268-269, T274-275, T309a-T309b, T388, T422, T446-447, T449, T454-455	
Level 3 - Developing		
Make predictions from oral discourse on narrative or expository material supported by illustrations (e.g., oral reading of realistic fiction)	TE: T20-21, T27a, T146-147, T324-325, T376-377, T380-381, T399, T406-T407, T450	
Level 4 - Expanding		
Identify cause/effect in oral discourse from narrative or expository material supported by illustrations	TE: T48, T85, T96-97, T108-109, T153, T272-273, T344e-T344f, T360-T361, T382-383, T461a-T461b	
Level 5 - Bridging		
Make connections and draw conclusions from oral discourse using grade level materials	TE: T35, T38-T39, T42e-T42f, T54-T55, T175, T271, T361, T403, T427, T457	

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SPEAKING: STORY ELEMENTS AND TYPES OF GENRES		
Level 1 – Entering		
Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables, or legends) depicted visually	TE: T18a-T18b, T18e-T18f, T77, T79, T86-T87, T188e-T188f, T194-195, T214-T215, T232-233, T340-T341, T374e-T374f	
Level 2 – Beginning		
Describe story elements of various genres supported by illustrations	TE: T23, T196, T211, T230-231, T331, T333, T389, T390-391, T403, T440e-T440f	
Level 3 – Developing		
Summarize story lines, issues or conflicts in various genres, supported by illustrations	TE: T34-T35, T68e-T68f, T77, T79, T86-T87, T188e-T188f, T194-195, T214-T215, T232-233, T340-T341, T374e-T374f	
Level 4 – Expanding		
Discuss relationships among ideas or offer opinions on issues or conflicts in various genres supported by illustrations	TE: T77, T79, T87, T188e-T188f, T214-T215, T389, T396-397	
Level 5 – Bridging		
Propose options or solutions to issues or conflicts in various genres and support response with details	TE: T214, T248a	
READING: BIOGRAPHY AND AUTOBIOGRAPHY		
Level 1 - Entering		
Find identifying information on biographies from illustrations, words, or phrases	TE: T222a-T222b, T222e-T222f, T224-225, T226, T228-229, T232-233, T234-235, T236, T242-243, T244, T246-T247, T485a-T485b	
Level 2 - Beginning		
Sequence events in biographical sketches using illustrations and graphic organizers (e.g., timelines)	TE: T222e-T222f, T246-T247, T485a-T485b	
Level 3 - Developing		
Sort relevant from irrelevant biographical information using illustrations and graphic organizers	The opportunity to address this objective is available. See the following: TE: T222e-T222f, T246-T247, T249c-T249d, T485a-T485b	
Level 4 - Expanding		
Compare/contrast biographical information from two persons using illustrations and graphic organizers	The opportunity to address this objective is available. See the following: TE: T249c-T249d, T337, T485a-T485b	
Level 5 - Bridging		
Integrate biographical information to form opinions on people	TE: T247, T410g	

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WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5		Hampton-Brown Avenues, Level F
WRITING: CONVENTIONS AND MECHANICS		
Level 1 - Entering		
Identify basic conventions or mechanics in text (e.g., use of capital letters)	TE: T23, T61k, T155d, T181k, T311k, T311l, T339d, T349, T405d, T429d	
Level 2 – Beginning		
Differentiate among uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks)	TE: T23, T433l	
Level 3 – Developing		
Use conventions or mechanics in illustrated passages (e.g., commas to indicate a series)	TE: T23, T61k, T155d, T181k, T311k, T339d, T349, T405d, T429d, T433k	
Level 4 - Expanding		
Revise illustrated text according to specified conventions or mechanics (e.g., combine sentences to make appositives)	The opportunity to address this objective is available. See the following: TE: T37d, T61i, T89d, T155d, T181i, T307d, T311i, T339d, T405d, T429d	
Level 5 - Bridging		
Provide examples and reasons for use of specified conventions or mechanics (e.g., "Why do we need commas?")	The opportunity to address this objective is available. See the following: TE: T23, T61i, T61k, T311k, T339d, T405d, T429d, T433k	