

# 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**

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: PK - K</b>		<b>Hampton-Brown Avenues, PreK</b>
<b>English Language Proficiency Standard 1:</b> English language learners communicate in English for <b>Social</b> and <b>Instructional</b> purposes within the school setting.		
<b>LISTENING: RECREATIONAL OBJECTS AND ACTIVITIES</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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.	
<b>Level 3 - Developing</b>		
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.	
<b>Level 4 - Expanding</b>		
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.	
<b>Level 5 - Bridging</b>		
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	
<b>SPEAKING: SOCIAL BEHAVIOR</b>		
<b>Level 1 - Entering</b>		
Restate polite words or expressions when modeled (e.g., "Please" and "Thank you") in short dialogues	TE: T98-T99, T100	
<b>Level 2 - Beginning</b>		
Make polite requests from models or gestures (e.g., "Please sit down.")	This objective falls outside the scope of Hampton-Brown Avenues, PreK.	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
Give compliments, offer apologies, or express gratitude within conversations	This objective falls outside the scope of Hampton-Brown Avenues, PreK.	
<b>Level 5 - Bridging</b>		
Adapt polite language to social situations appropriate to audience	This objective falls outside the scope of Hampton-Brown Avenues, PreK.	

**Hampton-Brown Avenues, PreK**  
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**Grade Level Cluster: PK - K**

<b>READING: CLASSROOM</b>	
<b>Level 1 - Entering</b>	
Pair shapes of words related to illustrated classroom objects with print versions	This objective falls outside the scope of Hampton-Brown Avenues, PreK.
<b>Level 2 - Beginning</b>	
Associate sounds or letters of illustrated classroom objects with words in print	This objective falls outside the scope of Hampton-Brown Avenues, PreK.
<b>Level 3 - Developing</b>	
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.
<b>Level 4 - Expanding</b>	
Identify words or phrases within illustrated classroom scenes	This objective falls outside the scope of Hampton-Brown Avenues, PreK.
<b>Level 5 - Bridging</b>	
Relate meaning of phrases or short sentences in illustrated classroom scenes	This objective falls outside the scope of Hampton-Brown Avenues, PreK.
<b>WRITING: ROUTINES</b>	
<b>Level 1 - Entering</b>	
Trace, copy, or depict daily routines in drawings	TE: T72-T73, T107
<b>Level 2 - Beginning</b>	
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
<b>Level 3 - Developing</b>	
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
<b>Level 4 - Expanding</b>	
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
<b>Level 5 - Bridging</b>	
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 1 & 2**  
**Grade Level Cluster: PK - K**

WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: PK - K		Hampton-Brown Avenues, PreK
<b>English Language Proficiency Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .		
<b>LISTENING: COLORS</b>		
<b>Level 1 - Entering</b>		
Match colors in pictures as modeled orally (e.g., "Here is something <i>red</i> . Show me another <i>red</i> one.")	TE: T46	
<b>Level 2 – Beginning</b>		
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	
<b>Level 3 – Developing</b>		
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	
<b>Level 4 – Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>SPEAKING: NURSERY RHYMES</b>		
<b>Level 1 - Entering</b>		
Repeat words or phrases from common nursery rhymes supported by illustrations	TE: T186-T187	
<b>Level 2 – Beginning</b>		
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	
<b>Level 3 – Developing</b>		
Describe persons or events in nursery rhymes from illustrations	TE: T186	
<b>Level 4 – Expanding</b>		
Discuss what happens (plot or events) from nursery rhyme illustrations	The opportunity to address this objective is available. See the following: TE: T186	
<b>Level 5 – Bridging</b>		
Paraphrase nursery rhymes from illustrations	The opportunity to address this objective is available. See the following: TE: T186-T187	

**Hampton-Brown Avenues, PreK**  
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**Grade Level Cluster: PK - K**

<b>READING: FEELINGS</b>	
<b>Level 1 - Entering</b>	
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
<b>Level 2 – Beginning</b>	
Select matching pairs of illustrated words that express feelings	The opportunity to introduce this objective is available. See the following: TE: T186-T187
<b>Level 3 – Developing</b>	
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.
<b>Level 4 – Expanding</b>	
Predict feelings based on illustrated phrases (e.g., on book covers)	The opportunity to address this objective is available. See the following: TE: T189
<b>Level 5 – Bridging</b>	
Create ‘stories’ about feelings from illustrated text	The opportunity to introduce this objective is available. See the following: TE: T187
<b>WRITING: ENVIRONMENTAL PRINT</b>	
<b>Level 1 – Entering</b>	
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
<b>Level 2 - Beginning</b>	
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
<b>Level 3 - Developing</b>	
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
<b>Level 4 - Expanding</b>	
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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**Grade Level Cluster: PK - K**

WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: PK - K		Hampton-Brown Avenues, PreK
<b>Level 5 - Bridging</b>		
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	

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

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: PK - K</b>		<b>Hampton-Brown Avenues, Level A</b>
<b>English Language Proficiency Standard 1:</b> English language learners communicate in English for <b>Social</b> and <b>Instructional</b> purposes within the school setting.		
<b>LISTENING: RECREATIONAL OBJECTS AND ACTIVITIES</b>		
<b>Level 1 - Entering</b>		
Identify recreational objects (e.g., balls, swings) from pictures (of school, playground, or park scenes) as directed orally	TE: Vol. 1: T1f, T90-T91	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>SPEAKING: SOCIAL BEHAVIOR</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
Make polite requests from models or gestures (e.g., "Please sit down.")	TE: Vol. 1: T15, T23 Vol. 2: T167	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
Give compliments, offer apologies, or express gratitude within conversations	TE: Vol. 1: T171, T172	

**Hampton-Brown Avenues, Level A**  
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**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, Level A
<b>Level 5 - Bridging</b>		
Adapt polite language to social situations appropriate to audience	TE: Vol. 1: T35, T85, T150, T171, T172, T173 Vol. 2: T167	
<b>READING: CLASSROOM</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>WRITING: ROUTINES</b>		
<b>Level 1 - Entering</b>		
Trace, copy, or depict daily routines in drawings	TE: Vol. 2: T217, T219	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	



**Hampton-Brown Avenues, Level A**  
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**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, Level A
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>English Language Proficiency Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .		
<b>LISTENING: COLORS</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>SPEAKING: NURSERY RHYMES</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	

**Hampton-Brown Avenues, Level A**  
**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, Level A
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
Discuss what happens (plot or events) from nursery rhyme illustrations	TE: Vol. 2: T142	
<b>Level 5 - Bridging</b>		
Paraphrase nursery rhymes from illustrations	The opportunity to address this objective is available. See the following: TE: Vol. 2: T89, T142, T222	
<b>READING: FEELINGS</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
Select matching pairs of illustrated words that express feelings	The opportunity to address this objective is available. See the following: TE: Vol. 2: T45f	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
Create 'stories' about feelings from illustrated text	The opportunity to introduce this objective is available. See the following: TE: Vol. 2: T45f, T83, T87	
<b>WRITING: ENVIRONMENTAL PRINT</b>		
<b>Level 1 - Entering</b>		
Draw or trace examples of environmental print (e.g., from cereal boxes, T shirts)	TE: Vol. 1: T30	
<b>Level 2 - Beginning</b>		
Copy examples of environmental print from labeled icons or objects	TE: Vol. 1: T30	

**Hampton-Brown Avenues, Level A**  
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**Grade Level Cluster: PK - K**

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: PK - K</b>		<b>Hampton-Brown Avenues, Level A</b>
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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**  
**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
<b>English Language Proficiency Standard 1:</b> English language learners communicate in English for <b>Social</b> and <b>Instructional</b> purposes within the school setting.		
<b>LISTENING: SCHOOL AREAS, PERSONNEL, AND ACTIVITIES</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>SPEAKING: EVERYDAY OBJECTS</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
Tell primary function or use of everyday objects depicted visually (e.g., “You put food on a plate.”)	TE: Vol. 1: T12a, T56b	
<b>Level 3 - Developing</b>		
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	

**Hampton-Brown Avenues, Level B**  
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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 B
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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.	
<b>READING: PERSONAL INFORMATION</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
Distinguish between true and false information about self (e.g., "I have three eyes.")	TE: Vol. 1: T68c	
<b>WRITING: PERSONAL CORRESPONDENCE</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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**

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2</b>		<b>Hampton-Brown Avenues, Level B</b>
<b>Level 3 - Developing</b>		
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	
<b>Level 4 – Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>English Language Proficiency Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .		
<b>LISTENING: SEQUENCE OF STORY</b>		
<b>Level 1 - Entering</b>		
Match pictures to sentences read aloud	TE: Vol. 1: T68e-T68f, T86-T87, T90, T120e-T120f, T142-T143	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
Sequence pictures of stories read aloud by beginning, middle, and end	TE: Vol. 1: T91 Vol. 2: T90e-T90f	
<b>Level 4 – Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
Select logical outcomes or endings to stories read aloud	TE: Vol. 1: T138-139 Vol. 2: T30-T31, T48-49, T116-117	
<b>SPEAKING: STORY ELEMENTS</b>		
<b>Level 1 – Entering</b>		
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	

**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
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 – Developing</b>		
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	
<b>Level 4 – Expanding</b>		
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	
<b>Level 5 – Bridging</b>		
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	
<b>READING: PHONICS/ PHONEMIC AWARENESS</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 – Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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**

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2</b>	<b>Hampton-Brown Avenues, Level B</b>
<b>Level 5 - Bridging</b>	
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
<b>WRITING: WORD FAMILIES</b>	
<b>Level 1 - Entering</b>	
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
<b>Level 2 - Beginning</b>	
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
<b>Level 3 - Developing</b>	
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
<b>Level 4 - Expanding</b>	
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
<b>Level 5 - Bridging</b>	
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
<b>English Language Proficiency Standard 1:</b> English language learners communicate in English for <b>Social</b> and <b>Instructional</b> purposes within the school setting.		
<b>LISTENING: SCHOOL AREAS, PERSONNEL, AND ACTIVITIES</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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.	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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.	
<b>SPEAKING: EVERYDAY OBJECTS</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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.	
<b>Level 4 - Expanding</b>		
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**

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2</b>		<b>Hampton-Brown Avenues, Level C</b>
<b>Level 5 - Bridging</b>		
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.	
<b>READING: PERSONAL INFORMATION</b>		
<b>Level 1 - Entering</b>		
Match illustrated words with bank of words about self	This objective falls outside the scope of Hampton-Brown Avenues, Level C.	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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.	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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.	
<b>WRITING: PERSONAL CORRESPONDENCE</b>		
<b>Level 1 - Entering</b>		
Trace, copy, or produce words about self using models and pictures	TE: T15a-T15b, T228	
<b>Level 2 - Beginning</b>		
Make lists for varying personal purposes using models and pictures (e.g., needed school supplies)	TE: T197t	
<b>Level 3 - Developing</b>		
Relate personal facts using models and pictures (e.g., "I have brown eyes.")	TE: T15a, T228	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		

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

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2</b>	<b>Hampton-Brown Avenues, Level C</b>
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
<b>English Language Proficiency Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .	
<b>LISTENING: SEQUENCE OF STORY</b>	
<b>Level 1 - Entering</b>	
Match pictures to sentences read aloud	The opportunity to address this objective is available. See the following: TE: T77m-T77n, T182-183
<b>Level 2 - Beginning</b>	
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
<b>Level 3 – Developing</b>	
Sequence pictures of stories read aloud by beginning, middle, and end	TE: T77m, T164e-T164f
<b>Level 4 – Expanding</b>	
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
<b>Level 5 – Bridging</b>	
Select logical outcomes or endings to stories read aloud	TE: T95, T160-T161
<b>SPEAKING: STORY ELEMENTS</b>	
<b>Level 1 - Entering</b>	
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
<b>Level 2 - Beginning</b>	
Describe characters or settings of stories from picture books	TE: T13m-T13n, T42e-T42f, T48-49, T66-T67, T220-221, T300-301, T308-309
<b>Level 3 – Developing</b>	
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**  
**correlated to**  
**WIDA's 2007 Summative English Language Proficiency Standards 1 & 2**  
**Grade Level Cluster: 1 - 2**

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2</b>		<b>Hampton-Brown Avenues, Level C</b>
<b>Level 4 – Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>READING: PHONICS/PHONEMIC AWARENESS</b>		
<b>Level 1 - Entering</b>		
Associate letter sounds (at beginning, middle, or end of words) with familiar pictures in context	TE: T106h, T199a, T294g, T341a	
<b>Level 2 – Beginning</b>		
Match letters/digraphs 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	
<b>Level 3 – Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>WRITING: WORD FAMILIES</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 – Beginning</b>		
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**

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 1 - 2</b>		<b>Hampton-Brown Avenues, Level C</b>
<b>Level 3 – Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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
<b>English Language Proficiency Standard 1:</b> English language learners communicate in English for <b>Social</b> and <b>Instructional</b> purposes within the school setting.		
<b>LISTENING: FOLLOWING DIRECTIONS</b>		
<b>Level 1 - Entering</b>		
Follow one-step oral commands supported visually or modeled	The opportunity to address this objective is available. See the following: TE: T95, T222	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>SPEAKING: PERSONAL INFORMATION</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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**  
**correlated to**  
**WIDA’s 2007 Summative English Language Proficiency Standards 1 & 2**  
**Grade Level Cluster: 3 - 5**

<b>WIDA’s 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5</b>		<b>Hampton-Brown Avenues, Level D</b>
<b>Level 4 – Expanding</b>		
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	
<b>Level 5 – Bridging</b>		
React to issues based on personal information offering justification for response in extended discourse	TE: T16f, T18g, T33, T38f, T130g, T302g	
<b>READING: LEISURE ACTIVITIES</b>		
<b>Level 1 – Entering</b>		
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	
<b>Level 2 – Beginning</b>		
Identify overall message from visually or graphically supported examples of leisure activities (e.g., “He plays soccer after school.”)	TE: T40g	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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.	
<b>Level 5 - Bridging</b>		
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	
<b>WRITING: RULES AND PROCEDURES</b>		
<b>Level 1 – Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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**  
**correlated to**  
**WIDA's 2007 Summative English Language Proficiency Standards 1 & 2**  
**Grade Level Cluster: 3 - 5**

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5</b>		<b>Hampton-Brown Avenues, Level D</b>
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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.	
<b>English Language Proficiency Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .		
<b>LISTENING: EXPLICIT AND INFERENTIAL INFORMATION</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 – Beginning</b>		
Determine literal meanings of oral passages from narrative or expository material and match to illustrations	TE: T76-77, T110	
<b>Level 3 – Developing</b>		
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	
<b>Level 4 – Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>SPEAKING: STORY ELEMENTS AND TYPES OF GENRES</b>		
<b>Level 1 – Entering</b>		
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	
<b>Level 2 – Beginning</b>		
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**  
**correlated to**  
**WIDA's 2007 Summative English Language Proficiency Standards 1 & 2**

**Grade Level Cluster: 3 - 5**

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

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

**Grade Level Cluster: 3 - 5**

<b>Level 4 – Expanding</b>	
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
<b>Level 5 – Bridging</b>	
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**

<b>WIDA’s 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5</b>		<b>Hampton-Brown Avenues, Level E</b>
<b>English Language Proficiency Standard 1:</b> English language learners communicate in English for <b>Social</b> and <b>Instructional</b> purposes within the school setting.		
<b>LISTENING: FOLLOWING DIRECTIONS</b>		
<b>Level 1 - Entering</b>		
Follow one-step oral commands supported visually or modeled	The opportunity to address this objective is available. See the following: TE: T149, T457a-T457b	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>SPEAKING: PERSONAL INFORMATION</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 – Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	

**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
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>READING: LEISURE ACTIVITIES</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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.	
<b>Level 5 - Bridging</b>		
Infer information on leisure activities from text (e.g., travel brochure)	This objective falls outside the scope of Hampton-Brown Avenues, Level E.	
<b>WRITING: RULES AND PROCEDURES</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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**  
**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
<b>Level 3 - Developing</b>		
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.	
<b>Level 4 - Expanding</b>		
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.	
<b>Level 5 - Bridging</b>		
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.	
<b>English Language Proficiency Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .		
<b>LISTENING: EXPLICIT AND INFERENTIAL INFORMATION</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 – Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	

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

**Grade Level Cluster: 3 - 5**

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5</b>		<b>Hampton-Brown Avenues, Level E</b>
<b>SPEAKING: STORY ELEMENTS AND TYPES OF GENRES</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 – Bridging</b>		
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	
<b>READING: BIOGRAPHY AND AUTOBIOGRAPHY</b>		
<b>Level 1 - Entering</b>		
Find identifying information on biographies from illustrations, words, or phrases	TE: T48a-T48b, T48e-T48f, T62-T63, T63a-T63b, T68-T69, T69c-T69d	
<b>Level 2 - Beginning</b>		
Sequence events in biographical sketches using illustrations and graphic organizers (e.g., timelines)	TE: T48e-T48f, T62-T63, T69e-T69f	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	

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

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5</b>		<b>Hampton-Brown Avenues, Level E</b>
<b>Level 5 – Bridging</b>		
Integrate biographical information to form opinions on people	TE: T61b, T63, T63a-T63b	
<b>WRITING: CONVENTIONS AND MECHANICS</b>		
<b>Level 1 - Entering</b>		
Identify basic conventions or mechanics in text (e.g., use of capital letters)	TE: T23, T69k-T69l, T93d, T197d, T423, T431k, T438d, T443, T479d	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	

**Hampton-Brown Avenues, Level F**  
**correlated to**  
**WIDA’s 2007 Summative English Language Proficiency Standards 1 & 2**

**Grade Level Cluster: 3 - 5**

<b>WIDA’s 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5</b>		<b>Hampton-Brown Avenues, Level F</b>
<b>English Language Proficiency Standard 1:</b> English language learners communicate in English for <b>Social</b> and <b>Instructional</b> purposes within the school setting.		
<b>LISTENING: FOLLOWING DIRECTIONS</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 – Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>SPEAKING: PERSONAL INFORMATION</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	



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

**Grade Level Cluster: 3 - 5**

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5</b>		<b>Hampton-Brown Avenues, Level F</b>
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
React to issues based on personal information offering justification for response in extended discourse	TE: T214-T215, T408f	
<b>READING: LEISURE ACTIVITIES</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	
<b>WRITING: RULES AND PROCEDURES</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	

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

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5</b>		<b>Hampton-Brown Avenues, Level F</b>
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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.	
<b>English Language Proficiency Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .		
<b>LISTENING: EXPLICIT AND INFERENTIAL INFORMATION</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
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	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	

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

**Grade Level Cluster: 3 - 5**

<b>WIDA's 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5</b>		<b>Hampton-Brown Avenues, Level F</b>
<b>SPEAKING: STORY ELEMENTS AND TYPES OF GENRES</b>		
<b>Level 1 – Entering</b>		
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	
<b>Level 2 – Beginning</b>		
Describe story elements of various genres supported by illustrations	TE: T23, T196, T211, T230-231, T331, T333, T389, T390-391, T403, T440e-T440f	
<b>Level 3 – Developing</b>		
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	
<b>Level 4 – Expanding</b>		
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	
<b>Level 5 – Bridging</b>		
Propose options or solutions to issues or conflicts in various genres and support response with details	TE: T214, T248a	
<b>READING: BIOGRAPHY AND AUTOBIOGRAPHY</b>		
<b>Level 1 - Entering</b>		
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	
<b>Level 2 - Beginning</b>		
Sequence events in biographical sketches using illustrations and graphic organizers (e.g., timelines)	TE: T222e-T222f, T246-T247, T485a-T485b	
<b>Level 3 - Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
Integrate biographical information to form opinions on people	TE: T247, T410g	

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

<b>WIDA’s 2007 Summative English Language Proficiency Standards, Grade Level Cluster: 3 - 5</b>		<b>Hampton-Brown Avenues, Level F</b>
<b>WRITING: CONVENTIONS AND MECHANICS</b>		
<b>Level 1 - Entering</b>		
Identify basic conventions or mechanics in text (e.g., use of capital letters)	TE: T23, T61k, T155d, T181k, T311k, T311l, T339d, T349, T405d, T429d	
<b>Level 2 – Beginning</b>		
Differentiate among uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks)	TE: T23, T433l	
<b>Level 3 – Developing</b>		
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	
<b>Level 4 - Expanding</b>		
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	
<b>Level 5 - Bridging</b>		
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	