

Hampton Brown/National Geographic  
School Publishing  
Edge: Reading, Writing & Language  
Levels A, B & C

*correlated to the*

**WIDA English Language Proficiency  
Standards**

Grades: 9-12

Hampton Brown/National Geographic  
School Publishing  
Edge: Reading, Writing & Language  
**Level A**

*correlated to the*

**WIDA English Language Proficiency  
Standards**

Grades: 9-12

**WIDA ELP Standards Grades 9-12  
Combined Framework 2004 (2007)  
correlated to  
Hampton-Brown/National Geographic School Publishing  
EDGE: Reading, Writing & Language, Level A**

**English Language Proficiency Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

<b>Domain: Listening (1) -- Inferences, satire</b>		<b>Edge Program Reference</b>
Level 1 Entering	Recognize different intonation patterns of speech working with a partner (e.g., statements, questions)	<b>SE Level A:</b> 595, 598, 602, 761  <b>TE Level A:</b> T10, T30, T54, T94, T124, T172, T180, T209, T210, T317, T338, T340, T470, T543, T575, T586
Level 2 Beginning	Identify intonation patterns of satirical remarks working with a partner (e.g., tag questions, "You didn't do your homework, did you?")	<b>SE Level A:</b> 598, 602  <b>TE Level A:</b> T10, T30, T54, T94, T209, T210, T317, T338, T340, T470, T543, T575, T586
Level 3 Developing	Compare intonation patterns of satirical/non-satirical speech working with a partner	<b>SE Level A:</b> 598, 602  <b>TE Level A:</b> T10, T30, T54, T94, T209, T210, T317, T338, T340, T470, T543, T575, T586
Level 4 Expanding	Identify satire or inferences in speech from intonation patterns working with a partner	<b>SE Level A:</b> 598, 602  <b>TE Level A:</b> T10, T30, T54, T94, T209, T210, T317, T338, T340, T470, T543, T575, T586
Level 5 Bridging	Analyze speech to identify and make inferences	<b>SE Level A:</b> 598  <b>TE Level A:</b> T10, T30, T54, T94, T209, T210, T317, T470, T543, T586
<b>Domain: Speaking (1) -- Multicultural/world literature</b>		<b>Edge Program Reference</b>
Level 1 Entering	State facts about literature from native culture using visual support (with L1 support)	<b>SE Level A:</b> 55, 62, 63, 64, 67  <b>TE Level A:</b> T67
Level 2 Beginning	Tell fairytales or folktales from native culture using visual support (with L1 support)	<b>SE Level A:</b> 55, 62, 63, 64, 67  <b>TE Level A:</b> T67
Level 3 Developing	Compare fairytales, folktales, or myths from various cultures using visual or graphic support (with L1 support)	<b>SE Level A:</b> 151
Level 4 Expanding	Give speeches assuming characters or perspectives in multicultural literature using visual or graphic support	<b>SE Level A:</b> 55, 62, 63, 64, 67  <b>TE Level A:</b> T67
Level 5 Bridging	Discuss relevance of multicultural literature in today's world	<b>SE Level A:</b> 63, 216, 242

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**English Language Proficiency Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

<b>Domain: Listening (2) -- Bias</b>		<b>Edge Program Reference</b>
Level 1 Entering	Identify information from sources with opposing views based on oral directions and visual support (e.g., from magazines or newspapers)	<b>SE Level A:</b> 143 <b>TE Level A:</b> T178
Level 2 Beginning	Sort information from sources with opposing views based on oral descriptions and visual support (e.g., pro or con statements) as a precursor for identifying bias	<b>SE Level A:</b> 143 <b>TE Level A:</b> T178
Level 3 Developing	Compare and contrast information from various sources to detect bias based on oral discourse and visual or graphic support	<b>TE Level A:</b> T86, T175, T177, T480, T568
Level 4 Expanding	Analyze information from various sources to identify bias based on oral discourse with or without visual or graphic support	<b>TE Level A:</b> T86, T175, T177, T480, T568
Level 5 Bridging	Evaluate information from various sources to determine extent of bias based on oral discourse	<b>TE Level A:</b> T86, T175, T177, T480, T568
<b>Domain: Speaking (2) -- Multiple meanings</b>		<b>Edge Program Reference</b>
Level 1 Entering	Name examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner table, Table of Contents)	<b>SE Level A:</b> 44, 56, 58, 60, 64, 182, 191, 206, 210, 211, 214, 235, 289, 329, 499, 669 <b>TE Level A:</b> T68, T95, T147, T154, T191, T231, T248, T329, T330, T392, T422, T499, T500, T586
Level 2 Beginning	Give examples of use of words or phrases with multiple meanings from visuals (e.g., "Use the word 'table' as in math and English classes.")	<b>SE Level A:</b> 44, 56, 58, 60, 64, 182, 191, 206, 210, 211, 214, 235, 289, 329, 499, 669 <b>TE Level A:</b> T68, T95, T147, T154, T191, T231, T248, T329, T330, T392, T422, T499, T500, T586
Level 3 Developing	Apply examples of words, phrases, or sentences with multiple meanings from visuals to various contexts	<b>SE Level A:</b> 14, 44, 56, 58, 60, 64, 97, 105, 107, 121, 122, 145, 182, 191, 206, 210, 211, 214, 222, 235, 289, 329, 476, 499, 566, 600, 669 <b>TE Level A:</b> T68, T95, T114, T130, T138, T147, T154, T178, T191, T204, T231, T248, T329, T330, T392, T422, T499, T500, T566, T586
Level 4 Expanding	Explain examples of words, phrases, or sentences with multiple meanings from oral input with or without visual support	<b>SE Level A:</b> 44, 56, 58, 60, 64, 182, 191, 206, 210, 211, 214, 235, 289, 329, 499, 669 <b>TE Level A:</b> T68, T95, T147, T154, T191, T231, T248, T329, T330, T392, T422, T499, T500, T586

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<b>English Language Proficiency Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		
Level 5 Bridging	Discuss inferences or nuances from oral discourse containing multiple meanings	<b>SE Level A:</b> 44, 56, 58, 60, 64, 182, 191, 206, 210, 211, 214, 235, 289, 329, 499, 669  <b>TE Level A:</b> T68, T95, T147, T154, T191, T231, T248, T329, T330, T392, T422, T499, T500, T586
<b>Domain: Reading (1) -- Bias</b>		<b>Edge Program Reference</b>
Level 1 Entering	Identify facts (as non-biased information) from visually supported phrases or sentences and share with a partner	<b>SE Level A:</b> 93, 146, 147, 184, 194, 447, 450, 453, 459, 460, 465, 468, 469, 470, 471, 472, 474, 476  <b>TE Level A:</b> T146, T444, T447, T450, T451, T452, T453, T459, T465, T468, T469, T470, T471, T472, T473, T474, T475, T476, T477, T480, T483
Level 2 Beginning	Sort information as biased or not biased using models or illustrated criteria and share with a partner	<b>SE Level A:</b> 93, 146, 147, 184, 194, 200, 218, 447, 450, 453, 459, 460, 465, 468, 469, 470, 471, 472, 474, 476  <b>TE Level A:</b> T146, T444, T447, T450, T451, T452, T453, T459, T465, T468, T469, T470, T471, T472, T473, T474, T475, T476, T477, T480, T483
Level 3 Developing	Identify evidence of bias in various texts using models or criteria and share with a partner	<b>SE Level A:</b> 146, 147, 184, 194, 447, 450, 453, 459, 460, 465, 468, 469, 470, 471, 472, 474, 476  <b>TE Level A:</b> T146, T444, T447, T450, T451, T452, T453, T459, T465, T468, T469, T470, T471, T472, T473, T474, T475, T476, T477, T480, T483
Level 4 Expanding	Critique information in regard to bias from various sources including the Internet using models or criteria and share with a partner	<b>SE Level A:</b> 146, 147, 184, 194, 447, 450, 453, 459, 460, 465, 468, 469, 470, 471, 472, 474, 476  <b>TE Level A:</b> T146, T444, T447, T450, T451, T452, T453, T459, T465, T468, T469, T470, T471, T472, T473, T474, T475, T476, T477, T480, T483
Level 5 Bridging	Evaluate validity of information in regard to bias from various sources, including the Internet	<b>SE Level A:</b> 146, 147, 184, 194, 447, 450, 453, 459, 460, 465, 468, 469, 470, 471, 472, 474, 476  <b>TE Level A:</b> T146, T444, T447, T450, T451, T452, T453, T459, T465, T468, T469, T470, T471, T472, T473, T474, T475, T476, T477, T480, T483
<b>Domain: Writing (1) -- Note taking</b>		<b>Edge Program Reference</b>

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Level 1 Entering	Take notes on key symbols, words or phrases from visuals pertaining to discussions	<b>SE Level A:</b> 329, 612 <b>TE Level A:</b> T222, T334, T437
Level 2 Beginning	List key phrases or sentences from discussions and models (e.g., on the board or from overhead projector)	<b>SE Level A:</b> 329, 612 <b>TE Level A:</b> T222, T334, T437
Level 3 Developing	Produce sentence outlines from discussions, lectures, or readings	<b>SE Level A:</b> 109, 112, 290, 301, 309, 462, 698 <b>TE Level A:</b> T24, T48, T263, T309, T353
Level 4 Expanding	Summarize notes from lectures or readings in paragraph form	<b>SE Level A:</b> 41, 65, 109, 189, 214, 218, 244, 245, 287, 289, 309, 373, 419, 477, 545, 565, 583, 688 <b>TE Level A:</b> T25, T65, T67, T477
Level 5 Bridging	Produce essays based on notes from lectures or readings	<b>SE Level A:</b> 109, 112, 290, 301, 309, 462, 691, 698 <b>TE Level A:</b> T24, T48, T263, T309, T353
<b>Domain: Writing (2) -- Conventions and mechanics</b>		<b>Edge Program Reference</b>
Level 1 Entering	Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner	<b>SE Level A:</b> 45, 46, 166, 168, 186, 262, 342, 344, 434, 436, 589, 738 <b>TE Level A:</b> T166, T168, T342, T344, T434, T436, T449, T455, T467, T473, T485, T491
Level 2 Beginning	Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner	<b>SE Level A:</b> 25, 461, 591 <b>TE Level A:</b> T131, T461, T463
Level 3 Developing	Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists) and share with a partner	<b>SE Level A:</b> 25, 49, 77, 80, 81, 131, 163, 166, 167, 221, 257, 260, 261, 289, 339, 342, 343, 431, 434, 435, 461, 509, 512, 513, 547, 674 <b>TE Level A:</b> T25, T80, T81, T131, T152, T166, T167, T168, T221, T247, T261, T289, T342, T343, T344, T434, T435, T461, T499, T512, T513, T514, T547, T548

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<b>English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</b>		
Level 4 Expanding	Revise or rephrase written language based on feedback from teachers, peers, and rubrics	<b>SE Level A:</b> 25, 49, 77, 80, 81, 131, 163, 166, 167, 221, 257, 260, 261, 289, 339, 342, 343, 431, 434, 435, 461, 509, 512, 513, 547, 674  <b>TE Level A:</b> T25, T80, T81, T131, T152, T166, T167, T168, T221, T247, T261, T289, T342, T343, T344, T434, T435, T461, T499, T512, T513, T514, T547, T548
Level 5 Bridging	Expand, elaborate, and correct written language as directed	<b>SE Level A:</b> 49, 77, 80, 81, 131, 163, 166, 167, 221, 257, 260, 261, 289, 339, 342, 343, 431, 434, 435, 461, 509, 512, 513, 547, 674  <b>TE Level A:</b> T25, T80, T81, T131, T152, T166, T167, T168, T221, T247, T261, T289, T342, T343, T344, T434, T435, T461, T499, T512, T513, T514, T547, T548
<b>Domain: Reading (2) -- Author's perspective and point of view</b>		<b>Edge Program Reference</b>
Level 1 Entering	Identify words and phrases related to author's perspective in illustrated sentences	<b>SE Level A:</b> 34, 45, 103, 111, 127, 128, 135, 138, 139, 140, 144, 145, 146, 148, 149, 179, 182, 186, 189, 190, 192, 201, 204, 205, 207, 208, 211, 212, 213, 214, 216, 218, 219, 225, 232, 233, 234, 235, 236, 238, 239, 245
Level 2 Beginning	Identify main ideas related to author's perspective in illustrated series of related sentences	<b>SE Level A:</b> 34, 45, 103, 111, 127, 128, 135, 138, 139, 140, 144, 145, 146, 148, 149, 179, 182, 186, 189, 190, 192, 201, 204, 205, 207, 208, 211, 212, 213, 214, 216, 218, 219, 225, 232, 233, 234, 235, 236, 238, 239, 245
Level 3 Developing	Identify main ideas and supporting details related to author's perspective in illustrated paragraphs	<b>SE Level A:</b> 34, 45, 103, 111, 127, 128, 135, 138, 139, 140, 144, 145, 146, 148, 149, 179, 182, 186, 189, 190, 192, 201, 204, 205, 207, 208, 211, 212, 213, 214, 216, 218, 219, 225, 232, 233, 234, 235, 236, 238, 239, 245
Level 4 Expanding	Analyze author's perspective in illustrated text	<b>SE Level A:</b> 34, 45, 103, 111, 127, 128, 135, 138, 139, 140, 144, 145, 146, 148, 149, 179, 182, 186, 189, 190, 192, 201, 204, 205, 207, 208, 211, 212, 213, 214, 216, 218, 219, 225, 232, 233, 234, 235, 236, 238, 239, 245
Level 5 Bridging	Interpret author's perspective in literary text and apply to other contexts	<b>SE Level A:</b> 34, 45, 103, 111, 127, 128, 135, 138, 139, 140, 144, 145, 146, 148, 149, 179, 182, 186, 189, 190, 192, 201, 204, 205, 207, 208, 211, 212, 213, 214, 216, 218, 219, 225, 232, 233, 234, 235, 236, 238, 239, 245
<b>Domain: Writing (3) -- Literal and figurative language</b>		<b>Edge Program Reference</b>

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<b>English Language Proficiency Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		
Level 1 Entering	Produce literal words or phrases from illustrations	<b>SE Level A:</b> 25, 32, 35, 37, 39, 44, 57, 59, 60, 107, 206, 213, 214, 324, 470, 475, 487, 493, 663  <b>TE Level A:</b> T68, T118, T154, T186, T228, T248, T311, T324, T325, T330, T369, T422, T500, T578, T586
Level 2 Beginning	Express ideas using literal language from illustrations	<b>SE Level A:</b> 25, 32, 35, 37, 39, 44, 57, 59, 60, 107, 206, 213, 214, 324, 470, 475, 487, 493, 663  <b>TE Level A:</b> T68, T118, T154, T186, T228, T248, T311, T324, T325, T330, T369, T422, T500, T578, T586
Level 3 Developing	Use examples of literal and figurative language in context from illustrations	<b>SE Level A:</b> 25, 32, 35, 37, 39, 44, 57, 59, 60, 107, 206, 213, 214, 324, 470, 475, 487, 493, 663  <b>TE Level A:</b> T68, T118, T154, T186, T228, T248, T311, T324, T325, T330, T369, T422, T500, T578, T586
Level 4 Expanding	Produce and elaborate on examples of literal and figurative language with or without illustrations	<b>SE Level A:</b> 25, 32, 35, 37, 39, 44, 57, 59, 60, 107, 206, 213, 214, 324, 470, 475, 487, 493, 663  <b>TE Level A:</b> T68, T118, T154, T186, T228, T248, T311, T324, T325, T330, T369, T422, T500, T578, T586
Level 5 Bridging	Compose narratives using literal and figurative language	<b>SE Level A:</b> 25, 32, 35, 37, 39, 44, 47, 57, 59, 60, 107, 128, 129, 131, 206, 213, 214, 249, 252, 324, 421, 470, 475, 487, 493, 663, 688  <b>TE Level A:</b> T25, T68, T118, T154, T186, T228, T248, T249, T250, T252, T254, T255, T256, T311, T324, T325, T330, T369, T422, T500, T578, T586

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EDGE: Reading, Writing & Language, Level B**

**English Language Proficiency Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

<b>Domain: Listening (1) -- Inferences, satire</b>		<b>Edge Program Reference</b>
Level 1 Entering	Recognize different intonation patterns of speech working with a partner (e.g., statements, questions)	<b>SE Level B:</b> 683, 686, 690, 849  <b>TE Level B:</b> T10, T28, T40, T64, T134, T152, T156, T277, T363, T392, T437, T446
Level 2 Beginning	Identify intonation patterns of satirical remarks working with a partner (e.g., tag questions, "You didn't do your homework, did you?")	<b>SE Level B:</b> 686, 690  <b>TE Level B:</b> T10, T28, T40, T64, T134, T152, T156, T277, T437, T446
Level 3 Developing	Compare intonation patterns of satirical/non-satirical speech working with a partner	<b>SE Level B:</b> 686, 690  <b>TE Level B:</b> T10, T28, T40, T64, T134, T152, T156, T277, T437, T446
Level 4 Expanding	Identify satire or inferences in speech from intonation patterns working with a partner	<b>SE Level B:</b> 686, 690  <b>TE Level B:</b> T10, T28, T40, T64, T134, T152, T156, T277, T437, T446
Level 5 Bridging	Analyze speech to identify and make inferences	<b>SE Level B:</b> 686  <b>TE Level B:</b> T10, T28, T40, T64, T134, T152, T156, T311
<b>Domain: Speaking (1) -- Multicultural/world literature</b>		<b>Edge Program Reference</b>
Level 1 Entering	State facts about literature from native culture using visual support (with L1 support)	<b>SE Level B:</b> 64, 160, 161, 163, 201, 216, 509  <b>TE Level B:</b> T191, T472
Level 2 Beginning	Tell fairytales or folktales from native culture using visual support (with L1 support)	<b>SE Level B:</b> 64, 160, 161, 163, 201, 216, 509  <b>TE Level B:</b> T191, T472
Level 3 Developing	Compare fairytales, folktales, or myths from various cultures using visual or graphic support (with L1 support)	<b>SE Level B:</b> 221  <b>TE Level B:</b> T333
Level 4 Expanding	Give speeches assuming characters or perspectives in multicultural literature using visual or graphic support	<b>SE Level B:</b> 64, 160, 161, 163, 201, 216, 509  <b>TE Level B:</b> T191, T472

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Level 5 Bridging	Discuss relevance of multicultural literature in today's world	<b>SE Level B:</b> 170, 431, 626, 627 <b>TE Level B:</b> T202, T205
<b>Domain: Listening (2) -- Bias</b>		<b>Edge Program Reference</b>
Level 1 Entering	Identify information from sources with opposing views based on oral directions and visual support (e.g., from magazines or newspapers)	This objective falls outside the scope of Hampton-Brown EDGE: <i>Reading, Writing &amp; Language</i> , Level B.
Level 2 Beginning	Sort information from sources with opposing views based on oral descriptions and visual support (e.g., pro or con statements) as a precursor for identifying bias	This objective falls outside the scope of Hampton-Brown EDGE: <i>Reading, Writing &amp; Language</i> , Level B.
Level 3 Developing	Compare and contrast information from various sources to detect bias based on oral discourse and visual or graphic support	<b>TE Level B:</b> T364, T544
Level 4 Expanding	Analyze information from various sources to identify bias based on oral discourse with or without visual or graphic support	<b>TE Level B:</b> T364, T544
Level 5 Bridging	Evaluate information from various sources to determine extent of bias based on oral discourse	<b>TE Level B:</b> T364, T544
<b>Domain: Speaking (2) -- Multiple meanings</b>		<b>Edge Program Reference</b>
Level 1 Entering	Name examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner table, Table of Contents)	<b>SE Level B:</b> 12, 17, 21, 30, 70, 83, 118, 138, 166, 238, 310, 332, 340, 347, 355, 360, 757 <b>TE Level B:</b> T88, T116, T131, T135, T147, T174, T278, T332, T347, T372, T459, T470, T505, T562, T674
Level 2 Beginning	Give examples of use of words or phrases with multiple meanings from visuals (e.g., "Use the word 'table' as in math and English classes.")	<b>SE Level B:</b> 12, 17, 21, 30, 70, 83, 118, 138, 166, 238, 310, 332, 340, 347, 355, 360, 757 <b>TE Level B:</b> T88, T116, T131, T135, T147, T174, T278, T332, T347, T372, T459, T470, T505, T562, T674
Level 3 Developing	Apply examples of words, phrases, or sentences with multiple meanings from visuals to various contexts	<b>SE Level B:</b> 12, 17, 21, 30, 68, 70, 73, 77, 80, 81, 83, 118, 138, 166, 238, 310, 332, 340, 347, 355, 360, 650, 672, 688, 757 <b>TE Level B:</b> T8, T38, T62, T88, T116, T131, T135, T147, T158, T174, T278, T302, T332, T347, T372, T459, T470, T505, T562, T650, T672, T674
Level 4 Expanding	Explain examples of words, phrases, or sentences with multiple meanings from oral input with or without visual support	<b>SE Level B:</b> 12, 17, 21, 30, 70, 83, 118, 138, 166, 238, 310, 332, 340, 347, 355, 360, 757 <b>TE Level B:</b> T88, T116, T131, T135, T147, T174, T278, T332, T347, T372, T459, T470,

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		T505, T562, T674
Level 5 Bridging	Discuss inferences or nuances from oral discourse containing multiple meanings	<b>SE Level B:</b> 12, 17, 21, 30, 70, 83, 118, 138, 166, 238, 310, 332, 340, 347, 355, 360, 757  <b>TE Level B:</b> T88, T116, T131, T135, T147, T174, T278, T332, T347, T372, T459, T470, T505, T562, T674
<b>Domain: Reading (1) -- Bias</b>		<b>Edge Program Reference</b>
Level 1 Entering	Identify facts (as non-biased information) from visually supported phrases or sentences and share with a partner	<b>SE Level B:</b> 164, 216, 219, 220, 244, 318, 320, 321, 323, 368, 495, 499, 500, 501, 506, 516, 518, 523, 527, 528, 529, 530, 531, 537  <b>TE Level B:</b> T136, T219, T368, T523, T555, T556, T557, T558, T559, T560
Level 2 Beginning	Sort information as biased or not biased using models or illustrated criteria and share with a partner	<b>SE Level B:</b> 164, 216, 219, 220, 244, 247, 316, 318, 320, 321, 323, 368, 441, 468, 495, 499, 500, 501, 506, 516, 518, 523, 527, 528, 529, 530, 531, 537  <b>TE Level B:</b> T136, T219, T368, T523, T555, T556, T557, T558, T559, T560
Level 3 Developing	Identify evidence of bias in various texts using models or criteria and share with a partner	<b>SE Level B:</b> 164, 216, 219, 220, 244, 318, 320, 321, 323, 368, 495, 499, 500, 501, 506, 516, 518, 523, 527, 528, 529, 530, 531, 537, 560  <b>TE Level B:</b> T136, T219, T368, T523, T555, T556, T557, T558, T559, T560
Level 4 Expanding	Critique information in regard to bias from various sources including the Internet using models or criteria and share with a partner	<b>SE Level B:</b> 164, 216, 219, 220, 244, 318, 320, 321, 323, 368, 495, 499, 500, 501, 506, 516, 518, 523, 527, 528, 529, 530, 531, 537, 538, 556, 558, 560  <b>TE Level B:</b> T136, T219, T368, T523, T527, T531, T537, T555, T556, T557, T558, T559, T560

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Level 5 Bridging	Evaluate validity of information in regard to bias from various sources, including the Internet	<b>SE Level B:</b> 164, 216, 219, 220, 244, 318, 320, 321, 323, 368, 495, 499, 500, 501, 506, 516, 518, 523, 527, 528, 529, 530, 531, 537, 538, 556, 558, 560  <b>TE Level B:</b> T136, T219, T368, T523, T527, T531, T537, T555, T556, T557, T558, T559, T560
<b>Domain: Writing (1) -- Note taking</b>		<b>Edge Program Reference</b>
Level 1 Entering	Take notes on key symbols, words or phrases from visuals pertaining to discussions	<b>SE Level B:</b> 36, 130, 375, 376, 700  <b>TE Level B:</b> T22, T375, T376, T498
Level 2 Beginning	List key phrases or sentences from discussions and models (e.g., on the board or from overhead projector)	<b>SE Level B:</b> 36, 130, 375, 376, 700  <b>TE Level B:</b> T22, T375, T376, T498
Level 3 Developing	Produce sentence outlines from discussions, lectures, or readings	<b>SE Level B:</b> 130, 167, 506, 786  <b>TE Level B:</b> T34, T58, T86, T167
Level 4 Expanding	Summarize notes from lectures or readings in paragraph form	<b>SE Level B:</b> 33, 35, 56, 85, 127, 173, 220, 221, 240, 246, 247, 275, 322, 345, 362, 368, 415, 440, 441, 467, 469, 517, 560, 609, 617, 648, 649, 670, 671, 776  <b>TE Level B:</b> T33, T35, T57, T127, T277, T362, T414, T440, T469, T536, T609, T617, T618, T648, T670, T673
Level 5 Bridging	Produce essays based on notes from lectures or readings	<b>SE Level B:</b> 130, 167, 506, 779, 786  <b>TE Level B:</b> T34, T58, T86, T167
<b>Domain: Writing (2) -- Conventions and mechanics</b>		<b>Edge Program Reference</b>
Level 1 Entering	Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner	<b>SE Level B:</b> 12, 59, 70, 100, 102, 120, 161, 186, 188, 211, 214, 246, 290, 292, 312, 332, 508, 574, 576, 677, 826  <b>TE Level B:</b> T100, T102, T112, T132, T186, T188, T290, T292, T574, T576
Level 2 Beginning	Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner	<b>SE Level B:</b> 417, 679  <b>TE Level B:</b> T29

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Level 3 Developing	Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists) and share with a partner	<b>SE Level B:</b> 35, 59, 97, 100, 101, 183, 186, 187, 287, 290, 291, 326, 380, 381, 384, 385, 417, 418, 420, 478, 479, 482, 483, 571, 574, 575, 762  <b>TE Level B:</b> T35, T100, T101, T102, T186, T187, T188, T290, T291, T347, T384, T385
Level 4 Expanding	Revise or rephrase written language based on feedback from teachers, peers, and rubrics	<b>SE Level B:</b> 35, 59, 97, 100, 101, 183, 186, 187, 287, 290, 291, 326, 380, 381, 384, 385, 417, 418, 420, 478, 479, 482, 483, 571, 574, 575, 762  <b>TE Level B:</b> T35, T100, T101, T102, T186, T187, T188, T290, T291, T347, T384, T385
Level 5 Bridging	Expand, elaborate, and correct written language as directed	<b>SE Level B:</b> 35, 59, 97, 100, 101, 183, 186, 187, 287, 290, 291, 380, 381, 384, 385, 417, 418, 420, 478, 479, 482, 483, 571, 574, 575, 762  <b>TE Level B:</b> T35, T100, T101, T102, T186, T187, T188, T290, T291, T347, T384, T385
<b>Domain: Reading (2) -- Author's perspective and point of view</b>		<b>Edge Program Reference</b>
Level 1 Entering	Identify words and phrases related to author's perspective in illustrated sentences	<b>SE Level B:</b> 10, 29, 78, 83, 84, 136, 137, 199, 202, 207, 227, 230, 233, 237, 238, 240, 253, 257, 262, 264, 267, 334, 366, 367, 368  <b>TE Level B:</b> T194, T197, T494, T500, T558
Level 2 Beginning	Identify main ideas related to author's perspective in illustrated series of related sentences	<b>SE Level B:</b> 10, 29, 78, 83, 84, 136, 137, 199, 202, 207, 227, 230, 233, 237, 238, 240, 253, 257, 262, 264, 267, 334, 366, 367, 368  <b>TE Level B:</b> T194, T197, T494, T500, T558
Level 3 Developing	Identify main ideas and supporting details related to author's perspective in illustrated paragraphs	<b>SE Level B:</b> 10, 29, 78, 83, 84, 136, 137, 199, 202, 207, 227, 230, 233, 237, 238, 240, 253, 257, 262, 264, 267, 334, 366, 367, 368  <b>TE Level B:</b> T194, T197, T494, T500, T558
Level 4 Expanding	Analyze author's perspective in illustrated text	<b>SE Level B:</b> 10, 29, 78, 83, 84, 136, 137, 199, 202, 207, 227, 230, 233, 237, 238, 240, 253, 257, 262, 264, 267, 334, 366, 367, 368  <b>TE Level B:</b> T194, T197, T494, T500, T558

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Level 5 Bridging	Interpret author's perspective in literary text and apply to other contexts	<b>SE Level B:</b> 10, 29, 78, 83, 84, 136, 137, 199, 202, 207, 227, 230, 233, 237, 238, 240, 253, 257, 262, 264, 267, 334, 366, 367, 368  <b>TE Level B:</b> T194, T197, T494, T500, T558
<b>Domain: Writing (3) -- Literal and figurative language</b>		<b>Edge Program Reference</b>
Level 1 Entering	Produce literal words or phrases from illustrations	<b>SE Level B:</b> 13, 82, 123, 139, 140, 141, 145, 147, 164, 165, 166, 306, 498, 501, 751  <b>TE Level B:</b> T21, T22, T70, T76, T88, T116, T158, T174, T184, T278, T372, T470, T562, T619, T621, T674
Level 2 Beginning	Express ideas using literal language from illustrations	<b>SE Level B:</b> 13, 82, 123, 139, 140, 141, 145, 147, 164, 165, 166, 306, 498, 501, 751  <b>TE Level B:</b> T21, T22, T70, T76, T88, T116, T158, T174, T184, T278, T372, T470, T562, T619, T621, T674
Level 3 Developing	Use examples of literal and figurative language in context from illustrations	<b>SE Level B:</b> 13, 82, 123, 139, 140, 141, 145, 147, 164, 165, 166, 306, 498, 501, 751  <b>TE Level B:</b> T21, T22, T70, T76, T88, T116, T158, T174, T184, T278, T372, T470, T562, T619, T621, T674
Level 4 Expanding	Produce and elaborate on examples of literal and figurative language with or without illustrations	<b>SE Level B:</b> 13, 82, 123, 139, 140, 141, 145, 147, 164, 165, 166, 306, 498, 501, 751  <b>TE Level B:</b> T21, T22, T70, T76, T88, T116, T158, T174, T184, T278, T372, T470, T562, T619, T621, T674
Level 5 Bridging	Compose narratives using literal and figurative language	<b>SE Level B:</b> 13, 82, 89, 92, 123, 127, 139, 140, 141, 145, 147, 164, 165, 166, 306, 471, 474, 498, 501, 751, 776  <b>TE Level B:</b> T21, T22, T70, T76, T88, T89, T91, T92, T116, T158, T174, T184, T278, T322, T372, T470, T471, T472, T562, T619, T621, T674

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**English Language Proficiency Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

<b>Domain: Listening (1) -- Inferences, satire</b>		<b>Edge Program Reference</b>
Level 1 Entering	Recognize different intonation patterns of speech working with a partner (e.g., statements, questions)	<b>SE Level C:</b> 396, 602, 733, 736, 740, 899  <b>TE Level C:</b> T4, T10, T17, T29, T38, T70, T76, T81, T96, T118, T157, T238, T295, T343, T344, T350, T352, T364, T365, T367, T368, T369, T371, T381, T388, T389, T393, T395, T396, T410, T413, T486, T602
Level 2 Beginning	Identify intonation patterns of satirical remarks working with a partner (e.g., tag questions, "You didn't do your homework, did you?")	<b>SE Level C:</b> 602, 736, 740  <b>TE Level C:</b> T4, T10, T38, T70, T81, T96, T118, T157, T238, T295, T343, T350, T352, T364, T365, T367, T368, T369, T371, T381, T413, T486, T602
Level 3 Developing	Compare intonation patterns of satirical/non-satirical speech working with a partner	<b>SE Level C:</b> 602, 736, 740  <b>TE Level C:</b> T4, T10, T38, T70, T81, T96, T118, T157, T238, T295, T343, T350, T352, T364, T365, T367, T368, T369, T371, T381, T413, T486, T602
Level 4 Expanding	Identify satire or inferences in speech from intonation patterns working with a partner	<b>SE Level C:</b> 602, 736, 740  <b>TE Level C:</b> T4, T10, T38, T70, T81, T96, T118, T157, T238, T295, T343, T350, T352, T364, T365, T367, T368, T369, T371, T381, T413, T486, T602
Level 5 Bridging	Analyze speech to identify and make inferences	<b>SE Level C:</b> 736  <b>TE Level C:</b> T4, T10, T38, T70, T96, T118, T125, T157, T343, T350, T352, T364, T365, T367, T368, T369, T371, T379, T381, T397, T413
<b>Domain: Speaking (1) -- Multicultural/world literature</b>		<b>Edge Program Reference</b>
Level 1 Entering	State facts about literature from native culture using visual support (with L1 support)	<b>SE Level C:</b> 73, 361, 403, 412  <b>TE Level C:</b> T162, T310
Level 2 Beginning	Tell fairytales or folktales from native culture using visual support (with L1 support)	<b>SE Level C:</b> 73, 361, 403, 412  <b>TE Level C:</b> T162, T310
Level 3 Developing	Compare fairytales, folktales, or myths from various cultures using visual or graphic support (with L1 support)	<b>SE Level C:</b> 323  <b>TE Level C:</b> T361

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<b>English Language Proficiency Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.		
Level 4 Expanding	Give speeches assuming characters or perspectives in multicultural literature using visual or graphic support	<b>SE Level C:</b> 73, 361, 403, 412 <b>TE Level C:</b> T162, T310
Level 5 Bridging	Discuss relevance of multicultural literature in today's world	
<b>Domain: Listening (2) -- Bias</b>		<b>Edge Program Reference</b>
Level 1 Entering	Identify information from sources with opposing views based on oral directions and visual support (e.g., from magazines or newspapers)	<b>TE Level C:</b> T378
Level 2 Beginning	Sort information from sources with opposing views based on oral descriptions and visual support (e.g., pro or con statements) as a precursor for identifying bias	<b>TE Level C:</b> T378
Level 3 Developing	Compare and contrast information from various sources to detect bias based on oral discourse and visual or graphic support	<b>TE Level C:</b> T318, T354, T397, T536, T540
Level 4 Expanding	Analyze information from various sources to identify bias based on oral discourse with or without visual or graphic support	<b>TE Level C:</b> T318, T354, T397, T536, T540
Level 5 Bridging	Evaluate information from various sources to determine extent of bias based on oral discourse	<b>TE Level C:</b> T318, T354, T397, T536, T540
<b>Domain: Speaking (2) -- Multiple meanings</b>		<b>Edge Program Reference</b>
Level 1 Entering	Name examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner table, Table of Contents)	<b>SE Level C:</b> 181, 371, 807 <b>TE Level C:</b> T100, T133, T210, T236, T274, T282, T356, T371, T407, T410, T416, T418, T497, T516, T565, T612, T724
Level 2 Beginning	Give examples of use of words or phrases with multiple meanings from visuals (e.g., "Use the word 'table' as in math and English classes.")	<b>SE Level C:</b> 181, 371, 807 <b>TE Level C:</b> T100, T133, T210, T236, T274, T282, T356, T371, T407, T410, T416, T418, T497, T516, T565, T612, T724
Level 3 Developing	Apply examples of words, phrases, or sentences with multiple meanings from visuals to various contexts	<b>SE Level C:</b> 181, 371, 416, 602, 722, 738, 807 <b>TE Level C:</b> T100, T133, T210, T236, T274, T282, T342, T350, T356, T371, T407, T410, T416, T418, T497, T516, T565, T602, T612, T724
Level 4 Expanding	Explain examples of words, phrases, or sentences with multiple meanings from oral input with or without visual support	<b>SE Level C:</b> 181, 371, 807 <b>TE Level C:</b> T100, T133, T210, T236, T274, T282, T356, T371, T407, T410, T416, T418, T497, T516, T565, T612, T724

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**English Language Proficiency Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Level 5 Bridging	Discuss inferences or nuances from oral discourse containing multiple meanings	<b>SE Level C:</b> 181, 371, 807  <b>TE Level C:</b> T100, T133, T210, T236, T274, T282, T356, T371, T407, T410, T416, T418, T497, T516, T565, T612, T724
<b>Domain: Reading (1) -- Bias</b>		<b>Edge Program Reference</b>
Level 1 Entering	Identify facts (as non-biased information) from visually supported phrases or sentences and share with a partner	<b>SE Level C:</b> 545, 558, 563, 566, 567, 570, 571, 605, 607  <b>TE Level C:</b> T318, T536, T537, T538, T539, T541, T545, T558, T563, T566, T567, T570, T571, T572, T574, T607
Level 2 Beginning	Sort information as biased or not biased using models or illustrated criteria and share with a partner	<b>SE Level C:</b> 395, 415, 545, 558, 563, 566, 567, 570, 571, 605, 607  <b>TE Level C:</b> T318, T536, T537, T538, T539, T541, T545, T558, T563, T566, T567, T570, T571, T572, T574, T607
Level 3 Developing	Identify evidence of bias in various texts using models or criteria and share with a partner	<b>SE Level C:</b> 545, 558, 563, 566, 567, 570, 571, 605, 607  <b>TE Level C:</b> T318, T536, T537, T538, T539, T541, T545, T558, T563, T566, T567, T570, T571, T572, T574, T607
Level 4 Expanding	Critique information in regard to bias from various sources including the Internet using models or criteria and share with a partner	<b>SE Level C:</b> 545, 558, 563, 566, 567, 570, 571, 605, 607  <b>TE Level C:</b> T68, T76, T171, T318, T536, T537, T538, T539, T541, T545, T558, T563, T566, T567, T570, T571, T572, T574, T607
Level 5 Bridging	Evaluate validity of information in regard to bias from various sources, including the Internet	<b>SE Level C:</b> 545, 558, 563, 566, 567, 570, 571, 605, 607  <b>TE Level C:</b> T68, T76, T171, T318, T536, T537, T538, T539, T541, T545, T558, T563, T566, T567, T570, T571, T572, T574, T607
<b>Domain: Writing (1) -- Note taking</b>		<b>Edge Program Reference</b>
Level 1 Entering	Take notes on key symbols, words or phrases from visuals pertaining to discussions	<b>SE Level C:</b> 181, 421, 422, 583, 750  <b>TE Level C:</b> T3, T55, T169, T181, T185, T484
Level 2 Beginning	List key phrases or sentences from discussions and models (e.g., on the board or from overhead projector)	<b>SE Level C:</b> 181, 421, 422, 583, 750  <b>TE Level C:</b> T3, T55, T169, T181, T185, T484

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Level 3 Developing	Produce sentence outlines from discussions, lectures, or readings	<b>SE Level C:</b> 181, 368, 372, 836 <b>TE Level C:</b> T32, T64, T283, T368, T383
Level 4 Expanding	Summarize notes from lectures or readings in paragraph form	<b>SE Level C:</b> 31, 63, 65, 97, 148, 152, 178, 202, 207, 257, 289, 323, 369, 371, 395, 414, 415, 460, 461, 463, 477, 482, 483, 485, 513, 549, 557, 581, 608, 609, 668, 674, 675, 693, 699, 701, 715, 721, 826 <b>TE Level C:</b> T33, T65, T97, T99, T138, T148, T153, T162, T201, T202, T323, T460, T477, T485, T549, T557, T562, T571, T668, T674, T675, T693, T708
Level 5 Bridging	Produce essays based on notes from lectures or readings	<b>SE Level C:</b> 181, 368, 372, 829, 836 <b>TE Level C:</b> T32, T64, T283, T368, T383
<b>Domain: Writing (2) -- Conventions and mechanics</b>		<b>Edge Program Reference</b>
Level 1 Entering	Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner	<b>SE Level C:</b> 112, 114, 624, 626, 727, 876 <b>TE Level C:</b> T112, T114, T124, T129, T338, T340, T353, T377, T389, T403, T412, T445, T458, T461, T469, T479, T484, T491, T509, T543, T551, T565, T575, T589, T603, T624, T626, T707
Level 2 Beginning	Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner	<b>SE Level C:</b> 65, 729 <b>TE Level C:</b> T406, T588
Level 3 Developing	Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists) and share with a partner	<b>SE Level C:</b> 109, 112, 113, 115, 155, 219, 222, 223, 335, 338, 339, 397, 426, 427, 430, 431, 460, 463, 464, 515, 525, 528, 529, 548, 583, 621, 624, 625, 677, 723, 812 <b>TE Level C:</b> T112, T113, T114, T155, T222, T223, T224, T338, T339, T340, T397, T430, T431, T515, T528, T529, T530, T583, T624, T625, T677
Level 4 Expanding	Revise or rephrase written language based on feedback from teachers, peers, and rubrics	<b>SE Level C:</b> 109, 112, 113, 115, 155, 219, 222, 223, 335, 338, 339, 397, 426, 427, 430, 431, 460, 463, 464, 515, 525, 528, 529, 548, 583, 621, 624, 625, 677, 723, 812 <b>TE Level C:</b> T112, T113, T114, T155, T222, T223, T224, T338, T339, T340, T397, T430, T431, T515, T528, T529, T530, T583, T624, T625, T677

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Level 5 Bridging	Expand, elaborate, and correct written language as directed	<b>SE Level C:</b> 109, 112, 113, 115, 155, 219, 222, 223, 335, 338, 339, 397, 426, 427, 430, 431, 460, 463, 464, 515, 525, 528, 529, 548, 583, 621, 624, 625, 677, 723, 812  <b>TE Level C:</b> T112, T113, T114, T155, T222, T223, T224, T338, T339, T340, T397, T430, T431, T515, T528, T529, T530, T583, T624, T625, T677
<b>Domain: Reading (2) -- Author's perspective and point of view</b>		<b>Edge Program Reference</b>
Level 1 Entering	Identify words and phrases related to author's perspective in illustrated sentences	<b>SE Level C:</b> 159, 180, 209, 474  <b>TE Level C:</b> T485
Level 2 Beginning	Identify main ideas related to author's perspective in illustrated series of related sentences	<b>SE Level C:</b> 159, 180, 209, 474  <b>TE Level C:</b> T485
Level 3 Developing	Identify main ideas and supporting details related to author's perspective in illustrated paragraphs	<b>SE Level C:</b> 159, 180, 209, 474  <b>TE Level C:</b> T485
Level 4 Expanding	Analyze author's perspective in illustrated text	<b>SE Level C:</b> 159, 180, 209, 474  <b>TE Level C:</b> T485
Level 5 Bridging	Interpret author's perspective in literary text and apply to other contexts	<b>SE Level C:</b> 159, 180, 209, 474  <b>TE Level C:</b> T485
<b>Domain: Writing (3) -- Literal and figurative language</b>		<b>Edge Program Reference</b>
Level 1 Entering	Produce literal words or phrases from illustrations	<b>SE Level C:</b> 405, 596, 801  <b>TE Level C:</b> T100, T107, T165, T171, T210, T236, T361, T407, T417, T418, T516, T612, T679, T724
Level 2 Beginning	Express ideas using literal language from illustrations	<b>SE Level C:</b> 405, 596, 801  <b>TE Level C:</b> T100, T107, T165, T171, T210, T236, T361, T407, T417, T418, T516, T612, T679, T724
Level 3 Developing	Use examples of literal and figurative language in context from illustrations	<b>SE Level C:</b> 405, 596, 801  <b>TE Level C:</b> T100, T107, T165, T171, T210, T236, T361, T407, T417, T418, T516, T612, T679, T724

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Level 4 Expanding	Produce and elaborate on examples of literal and figurative language with or without illustrations	<p><b>SE Level C:</b> 405, 596, 801</p> <p><b>TE Level C:</b> T100, T107, T165, T171, T210, T236, T361, T407, T417, T418, T516, T612, T679, T724</p>
Level 5 Bridging	Compose narratives using literal and figurative language	<p><b>SE Level C:</b> 65, 211, 214, 405, 596, 801, 826</p> <p><b>TE Level C:</b> T65, T100, T107, T165, T171, T210, T211, T212, T213, T214, T215, T220, T236, T361, T407, T417, T418, T516, T612, T679, T724</p>