

NC WIDA English Language Proficiency Standards and Model Performance Indicators For English Language Learners in Grades 1-2

Sample Topics and Genres are related to the NC WIDA English Language Proficiency Standards and referenced in the Model Performance Indicators

Content related to Standard 1:	Content related to Standard 2:	Content related to Standard 3:	Content related to Standard 4:	Content related to Standard 5:
Social and Instructional language	The language of Language Arts	The language of Mathematics	The language of Science	The language of Social Studies
<p>Example Topics</p> <ul style="list-style-type: none"> • Classroom & school rules • Everyday objects • Feelings & emotions • Following directions • Interests, opinions & preferences • Leisure activities • Likes, dislikes & needs • Personal correspondence • Personal information • School areas, personnel & activities • Sharing/Cooperation 	<p>Example Genres</p> <ul style="list-style-type: none"> • Fiction (literary text) • Folktales • Non-fiction (expository text) • Pattern books/Predictable books • Poetry <p>Example Topics</p> <ul style="list-style-type: none"> • Compound words • Elements of story • Homophones • Phonemic awareness • Phonics • Rhyming words • Role play • Sequence of story • Spatial relations • Story elements • Story telling • Word families 	<p>Example Topics</p> <ul style="list-style-type: none"> • Basic operations (addition & subtraction) • Capacity • Estimation • Graphs • Interpretation of data • Money • Number sense • Patterns • Place value • Quantity • Shapes • Size • Standard & metric measurement tools • Symmetry • Time (digital & analog) • Two- and three-dimensional shapes • Weight • Whole numbers 	<p>Example Topics</p> <ul style="list-style-type: none"> • Animals • Astronomy • Body parts • Change • Chemical & physical attributes • Earth & sky • Force & motion • Gravity • Life cycles • Light • Living/Non-living things • Magnetism • Natural resources • Organisms & environment • Plants • Renewable & non-renewable resources • Senses • Sound • Water cycle • Weather • Weathering & erosion 	<p>Example Topics</p> <ul style="list-style-type: none"> • Artifacts of the past • Celebrations/Customs • Citizenship • Community workers • Cultural heritage • Families & responsibilities • Historical figures & leaders • Homes & habitats • Indigenous peoples & cultures • Jobs & careers • Land forms/Bodies of water • Money & banking • Neighborhoods & communities • Products in the marketplace • Representations of the earth (maps & globes) • Seasons • Time & chronology • Use of resources & land

ELP Standard 1: Social and Instructional Language: Grades 1-2 Formative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	Following directions	Follow oral directions according to simple commands using manipulatives or real-life objects (e.g., "Show me your paper.")	Follow oral directions according to complex commands using manipulatives or real life objects (e.g., "Put the cubes in a row across the paper.")	Follow oral directions by comparing them with visual cues, nonverbal cues or modeling (e.g., "Fold the paper in half. Then place it on your table the long way.")	Follow oral directions without visual or nonverbal support and check with a peer (e.g., "Put your name on the top line of the paper.")	Follow a series of oral directions without support (e.g., "Put your name on the left-hand side of the paper. Then put the date on the right-hand side.")	
Speaking	Likes, dislikes & needs	Answer yes/no or choice questions about likes or dislikes with a partner in L1 or L2 (e.g., "Do you like school?")	Share likes, dislikes or needs with a partner in L1 or L2	Paraphrase or combine likes, dislikes or needs with a partner (e.g., "She likes cake and ice cream.") in L1 or L2	Give reasons for likes, dislikes or needs with a partner (e.g., "I like _____ because...") in L1 or L2	Convince a partner to share your likes, dislikes or needs in L1 or L2	
Reading	Leisure activities	Match icons or pictures to same on board games or other leisure activities with a partner	Place labeled pictures with corresponding pictures on board games or other leisure activities with a partner	Respond to words or phrases on board games or other leisure activities by carrying out actions with a partner	Carry out directions according to a series of sentences for board games or other leisure activities with a partner	Follow grade level written directions for board games or other leisure activities	
Writing	Feelings & emotions	Draw or orally dictate personal experiences involving feelings and emotions in L1 or L2 from pictures or photographs	Label personal experiences involving feelings and emotions in L1 or L2 using pictures or photographs	Produce phrases or sentences about personal experiences involving feelings and emotions in L1 or L2	Maintain diaries or journals of related sentences about personal experiences involving feelings and emotions in L1 or L2	Compose illustrated stories based on personal experiences involving feelings and emotions	

WIDA's Framework for **Formative** Assessment and Instruction © 2007 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium

ELP Standard 1: Social and Instructional Language: Grades 1-2 Summative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	School areas, personnel & activities	Identify symbols, objects or people associated with classrooms or school areas, personnel or activities from pictures and oral statements (e.g., "Office" or "Exit")	Locate school areas, personnel or activities from pictures and oral descriptive phrases (e.g., "corner of the room," "washroom down the hall")	Relate school areas, personnel or activities described orally in a series of sentences to illustrated school or classroom scenes	Sort school areas, personnel or activities from non-school areas, personnel or activities according to oral descriptions with visual support (e.g., "Which person works outside the school?")	Match oral descriptions of school areas, personnel or activities with individual needs or situations (e.g., "If...then..." "Suppose...")	Level 6- Reaching
Speaking	Everyday objects	Name everyday objects depicted visually in real-life contexts (e.g. "paper" in a classroom scene)	Tell primary function or use of everyday objects depicted visually (e.g., "You write on it.")	Relate multiple functions or uses of everyday objects depicted visually (e.g., "I do homework on the table and eat dinner there.")	Compare/contrast uses of everyday objects depicted visually (e.g., "I wash myself with soap. I dry myself with a towel.")	Evaluate and give reasons for usefulness of everyday objects (e.g., "Pencils are better than crayons for writing. You can write neater with pencils.")	
Reading	Sharing/ Cooperation	Match illustrated words with a word bank about cooperation or sharing	Identify illustrated phrases reflective of cooperation or sharing (e.g., "I help.")	Find examples of cooperation or sharing in illustrated sentences (e.g., "I give her my book.")	Select illustrated pairs of sentences reflective of cooperation or sharing (e.g., "I give her my book. She gives me hers.")	Identify titles or main ideas illustrative of cooperation or sharing based on grade level text	Level 6- Reaching
Writing	Personal correspondence	Trace, copy or produce words about self using models and pictures	Make lists for varying personal purposes using models and pictures (e.g., school supplies)	Relate personal facts (e.g., to pen pals) using models and pictures (e.g., "I play soccer.")	Produce personal messages for friends or family using models and pictures	Compose personal stories from pictures or illustrated scenes	

ELP Standard 2: Language of Language Arts: Grades 1-2 Formative Framework (1 of 3)

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	Example Genre	Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable stories after numerous recitations	Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable stories after numerous recitations	Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations	Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books	Draw conclusions about characters, places or objects from pattern or predictable stories read aloud	
	Pattern books/ Predictable books						
	Example Topic	Follow along with classmates in role play activities modeled and described orally (e.g., gestures for songs, chants or poems)	Role play familiar, everyday activities modeled in illustrated books read by teachers in small groups	Role play characters in plays, videos or illustrated stories read by teachers in small groups	Reenact scenes in plays, videos or illustrated stories read by teachers in small groups	Dramatize grade level stories that are read by teachers or viewed	
	Role play						
Speaking	Example Genre	Name people (e.g., "boy," "man") or objects depicted on illustrated covers of fictional stories with a partner in L1 or L2	Describe people or objects in titles and illustrated covers of fictional stories with a partner in L1 or L2	Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner	Make up the beginning of storylines based on titles and illustrated covers of fictional stories and share with a partner	Connect storylines to personal experiences based on titles and illustrated covers of fictional stories	
	Fiction (literary text)						
	Example Topic	Repeat new language related to story pictures or wordless picture books modeled by teachers	Describe people or places depicted in story pictures or wordless picture books in small groups or pairs	State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs	Tell stories from pictures or wordless picture books in small groups or pairs	Create original stories from a series of pictures, wordless picture books or personal experiences	
	Story telling						

ELP Standard 2: Language of Language Arts: Grades 1-2 Formative Framework (2 of 3)

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
Reading	Example Genre	Pair illustrated features or photographs of places or objects with icons in non-fiction books in small groups	Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups	Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books in small groups	Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books in small groups	Summarize features of places or objects from multiple compound sentences in non-fiction books	
	Non-fiction (expository text)						
	Example Topic	Demonstrate awareness of unique sounds by pointing or through gestures	Match voice to print by pointing to icons, letters or illustrated words	Cross-check pictures with phonics clues with a partner	Use phonics clues to sound out illustrated words in context	Predict words or phrases based on context cues in grade-level text	
	Phonics Sequence of story	Sequence a series of pictures to tell stories	Match a series of pictures that tell stories with sequence words (e.g., "first," "then," "last")	Select titles that correspond to a sequence of pictures	Sequence a series of sentences to related pictures	Sequence short paragraphs to tell stories	

WIDA's Framework for **Formative** Assessment and Instruction © 2007 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium

ELP Standard 2: Language of Language Arts: Grades 1-2 Formative Framework (3 of 3)

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Writing	Example Genre	Copy words related to settings or characters in illustrated folktales from word walls or big books	Describe settings or characters in illustrated folktales from phrase walls or big books	Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers with a partner	Relate sequence of events to characters and settings in illustrated folktales using graphic organizers with a partner	Connect events, characters or morals in illustrated folktales to self	
	Folktales						
	Example Topic	Reproduce symbols, letters or pictures of rhyming pairs from illustrated charts or displays with a partner	Pair rhyming words from illustrated charts or displays with a partner	Produce and organize rhyming words from pictures on charts, displays or graphic organizers with a partner	Use rhyming words in phrases or short sentences from illustrated charts or displays with a partner	Create original stories or poems using rhyming words in sentences from charts or displays	
	Rhyming words						

WIDA's Framework for **Formative** Assessment and Instruction © 2007 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium

ELP Standard 2: Language of Language Arts: Grades 1-2 Summative Framework (1 of 2)

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	Example Genre	Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books	Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books	Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books	Interpret visual connections between characters, places or objects in paragraphs or pages read aloud from illustrated pattern or predictable books	Draw conclusions about main ideas from pattern or predictable books read aloud	
	Pattern books/ Predictable books						
	Example Topic	Match pictures to sentences read aloud	Order pictures of related sentences read aloud that use sequential language (e.g., first, second, last; first, then, next)	Sequence pictures of stories read aloud by beginning, middle and end	Match story sequence read aloud to a series of pictures (e.g., "Once upon a time...and they lived happily ever after.")	Select logical outcomes or endings to stories read aloud	
	Sequence of story						
Speaking	Example Genre	Name people (e.g., "boy," "man") or objects depicted in illustrated covers of fictional stories	Describe people or objects in titles and illustrated covers of fictional stories	Predict ideas in storylines based on titles and illustrated covers of fictional stories	Make up the beginning of storylines based on titles and illustrated covers of fictional stories	Relate storylines to personal experiences based on titles and illustrated covers of fictional stories	
	Fiction (literary text)						
	Example Topic	Name persons (characters) or settings of stories from picture books	Describe characters or settings of stories from picture books	State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories	Narrate main events of plot sequences in given time frames of picture books or illustrated short stories	Re/tell stories using story elements from picture books or short stories	
Story elements							

WIDA's Framework for **Summative** Assessment and Instruction © 2007 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium

ELP Standard 2: Language of Language Arts: Grades 1-2 Summative Framework (2 of 2)

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Reading	Example Genre	Pair illustrated features or photographs of places or objects with icons in non-fiction books (e.g., ☺ and a person's face)	Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books	Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books	Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books	Summarize features of places or objects from multiple compound sentences in non-fiction books	
	Non-fiction (expository text)						
	Example Topic	Recognize sounds in spoken words with accompanying illustrations	Blend sounds together to make words, shown visually	Remove or add sounds to existing words to make new words, shown visually (e.g., "Cover up the t in cart. What do you have now?")	Segment illustrated sentences into words or phrases	Identify spell/sound correspondence in grade-level text	
	Phonemic awareness						
Writing	Example Genre	Select and copy words related to settings or characters in illustrated folktales from word banks	Describe settings or characters in illustrated folktales from phrase banks	Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers	Describe sequence of events related to characters and settings in illustrated folktales using graphic organizers	Connect events, characters or morals in illustrated folktales to self	
	Folktales						
	Example Topic	Reproduce illustrated word pairs by families (e.g., cat, hat)	Generate lists of word families from illustrated models	Make statements or questions about illustrated word families	Describe illustrated word families using related sentences	Create stories about word families	
	Word families						

WIDA's Framework for **Summative** Assessment and Instruction © 2007 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium

ELP Standard 3: Language of Math: Grades 1-2 Formative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	Graphs Interpretation of data	Shade or color graphs according to oral commands modeled by a teacher (e.g., "Here is a graph. Color this bar red.")	Identify data in graphs from oral commands or questions modeled by a teacher (e.g., "Which bar shows the most?")	Locate information on graphs based on oral statements or questions (e.g., "Which bar shows that most people like ice cream?") and check with a partner	Display comparative data on graphs according to oral commands (e.g., "Fill in the graph to say there are more girls than boys.") and check with a partner	Interpret data on graphs from oral descriptions (e.g., "Which graph says, 'Most children are wearing red, some are wearing blue and the fewest are wearing green?'")	Level 6- Reaching
Speaking	Number sense	Provide identifying information that involves real-world numbers (e.g., age, address or telephone number) to a partner	Give examples of things with real-world numbers (e.g., room numbers, bus numbers or calendars) to a partner	Exchange examples of how or when to use numbers outside of school with a partner (e.g., shopping)	Explain how to play games or activities that involve numbers (e.g., sports, board games, hopscotch) to a partner	Tell or make up stories or events that involve numbers	
Reading	Standard & metric measurement tools	Use diagrams to guide use of standard or metric measurement tools with a partner	Use labeled diagrams from texts to guide use of standard or metric measurement tools with a partner	Identify key phrases in illustrated text to use standard or metric measurement tools with a partner	Follow illustrated directions from text to compare tools for standard or metric measurement with a partner	Follow illustrated directions from text to use standard or metric measurement tools	Level 6- Reaching
Writing	Quantity	Produce pictures with numerals or reproduce words associated with quantities from models (e.g., from newspapers or magazines)	Take dictation or make notes of examples of phrases associated with quantities in everyday situations (e.g., "a little of", "a lot of")	Provide examples of quantities in context (e.g. "a bunch of grapes") using phrases or short sentences	Describe uses of quantities in everyday math with illustrated examples using sentences	Explain importance of everyday math using quantities in real life situations (e.g., when shopping or cooking) using a series of related sentences	

WIDA's Framework for **Formative** Assessment and Instruction © 2007 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium

ELP Standard 3: Language of Math: Grades 1-2 Summative Framework

	Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	Two & three-dimensional shapes	Identify two- or three-dimensional shapes depicted in illustrations described orally (e.g., "Find a shape like the sun.")	Match attributes of two- or three-dimensional shapes described orally to objects	Identify objects composed of multiple two or three-dimensional shapes described orally (e.g., "Put a sphere or ball on either side of a cylinder. What do you see?")	Construct two- or three-dimensional figures described orally (e.g., "Put two lines up and down and two lines across. What shape do you have?")	Change attributes of two- or three- dimensional shapes to make others based on oral discourse (e.g., "Take one side away from a square. Then move the three line segments to make a shape. What do you have?")	Level 6- Reaching
Speaking	Basic operations	Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements	Restate or paraphrase basic operations from oral statements, referring to pictures of everyday objects (e.g., "Ten pencils <i>and</i> ten more are twenty.")	Describe representations of basic operations from pictures of everyday objects and oral descriptions (e.g., "There are seven dogs <i>altogether</i> .")	Compare/contrast language of basic operations from pictures and oral descriptions (e.g., "Tell me different ways to say this math sentence...")	Explain basic operations involved in problem solving using pictures and grade level oral descriptions	
Reading	Estimation Money	Match labeled pictures with general words related to estimation (e.g., "a lot," "a little") to pictures of varying quantities	Match words or phrases related to estimation (e.g., " <i>about</i> 20 cents") to illustrated word banks of varying quantities	Identify language associated with estimation in illustrated phrases or sentences (e.g., "I see <i>close to</i> 100 nickels.")	Distinguish between language of estimation (e.g., "I have <i>almost</i> one dollar.") and language of precision ("I have one dollar.") in illustrated sentences	Order illustrated sentences involving the language of estimation used to solve grade level problems	Level 6- Reaching
Writing	Whole numbers	Find and reproduce number words (e.g., from 1-100) from an assortment of labeled visuals	Distinguish number words from other math words using graphic or visual support and word banks	Group numbers presented in graphs or visuals using phrases or short sentences (e.g., "This group has more than 40.")	Compare numbers in graphs or visuals using sentences (e.g., "85 is greater than 75. It goes up higher in the table.")	Describe illustrated scenes or events using numbers in a series of related sentences	

WIDA's Framework for **Summative** Assessment and Instruction © 2007 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortiu

ELP Standard 4: Language of Science Grades 1-2 Formative Framework

	Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	Force & motion	Explore movement of real-life objects by following oral commands and modeling (e.g., "Push the ball. Watch it move. Make it stop.")	Move real-life objects by following multi-step oral directions (e.g., "The car goes backwards. The car then goes forwards. Finally, it stops.")	Compare movement of objects based on oral statements by pointing to pictures or demonstrating using real-life objects (e.g., "Show me which goes fastest: bikes, buses or airplanes.")	Predict movement of objects by pointing to pictures or demonstrating based on oral statements (e.g., "Show what happens when you let go of balloons.")	Role play effects of force on motion through gestures or demonstration based on oral scenarios	Level 6- Reaching
Speaking	Earth & sky	Name objects of the earth or sky from observation, photographs or models	Describe objects of the earth or sky from observation, photographs or models (e.g., "The sun is big and yellow.")	State relationships between objects of the earth or sky using diagrams, photographs or models (e.g., Mercury is closest to the sun.")	Discuss and show changes in the earth and sky using diagrams, photographs or models (e.g., seasons, day/night)	Report, with details, on topics about the earth and sky (e.g., the Big Dipper) using diagrams, photographs or models	
Reading	Natural resources	Select labeled natural resources (e.g., sources of water) to make posters from magazine pictures with a partner	Search for words and pictures in big books or illustrated trade books associated with natural resources (e.g., rain or ice) with a partner	Identify illustrated phrases associated with the use of natural resources in activities (e.g., "go swimming") with a partner	Classify illustrated sentences associated with the use/non-use of natural resources in activities with a partner	Sequence sentences to show the use of natural resources in activities (e.g., washing clothes)	Level 6- Reaching
Writing	Renewable & non-renewable resources	Label objects that represent renewable and non-renewable materials from real-life or illustrated examples (e.g., paper, cotton or wool) in L1 or L2	List examples of renewable and non-renewable materials from illustrated word/phrase banks using graphic organizers (e.g., T chart) in L1 or L2	Distinguish between renewable and non-renewable resources from pictures or real life materials (e.g. using phrases or short sentences with opposites) in L1 or L2	Describe goods made from renewable or non-renewable resources from pictures or real life materials using sentences	Evaluate usefulness of goods made from renewable and non-renewable resources using a series of related sentences	

ELP Standard 4: Language of Science Summative Framework

	Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	Chemical & physical attributes	Identify objects according to chemical or physical properties from pictures and oral statements	Match objects according to chemical or physical properties from pictures and oral descriptions	Group objects according to chemical or physical properties from pictures and oral statements (e.g., "Water and milk are liquids. You can pour them. Find something else to pour.")	Rank or compare objects according to chemical or physical properties from pictures and oral descriptions (e.g., "Which one is the coldest?")	Identify chemical or physical change in properties of objects based on oral scenarios	
Speaking	Weather	Use words or phrases related to weather from pictures or photographs (e.g., "clouds in sky")	Make statements about weather from pictures or photographs (e.g. "It's raining.")	Compare/contrast weather conditions from pictures, photographs or graphs	Forecast weather and provide reasons from pictures, photographs or graphs	Validate weather forecasts against pictures, photographs or graphs	
Reading	Living organisms	Identify living organisms from labeled diagrams, pictures in graphs or charts	Sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers (e.g., T charts)	Transfer information on living organisms and their attributes using pictures and sentences to complete graphs or charts	Compare living organisms according to their attributes using illustrated graphs or charts and text	Interpret graphs or charts related to living organisms and their attributes using explicit grade level text	
Writing	Change	Note difference or change by labeling drawings or copying words from word banks (e.g., baby to man)	Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using words or phrases	Describe change in processes or cycles depicted in visuals using phrases and short sentences	Compare/contrast change depicted in visuals using a series of sentences	Explain the process of change in visuals using connected sentences	

WIDA's Framework for **Summative** Assessment and Instruction © 2007 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium

ELP Standard 5: Language of Social Studies Grades 1-2 Formative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	Neighborhoods/ Communities	Match signs around neighborhoods with actions based on oral commands and pictures, realia or field trips (e.g., “Stop, look, listen” at railroad crossings) with a partner	Identify signs or places in communities from oral statements and pictures, realia or field trips (e.g., “Firefighters work here.”) with a partner	Locate places in relation to other places or signs in neighborhoods or communities from pictures, maps or field trips and oral statements (e.g., “The house is next to the park.”) with a partner	Find specific locations on neighborhood or community maps based on detailed oral statements (e.g., “The school is at the corner of First and Oak.”) with a partner	Construct or complete neighborhood or community maps with places and signs based on a series of oral directions	Level 6- Reaching
Speaking	Families & responsibilities	State what families do based on gestures or modeling in small groups	Share personal responsibilities within a family based on pictures or role playing (e.g., “I feed the dog.”) in small groups	Compare responsibilities of family members (e.g., younger and older siblings) based on pictures, role playing or personal experiences in small groups	Propose changes to personal or family responsibilities based on role playing or personal experiences in small groups	Discuss or rate importance of personal or family responsibilities in small groups	
Reading	Money & banking	Use phonetic clues to sort or match real or visuals of currencies from around the world, (e.g., peso, penny)	Associate words or phrases related to currencies with illustrated word/ phrase walls or picture books	Match simple sentences about familiar experiences with uses of currency shown in illustrations	Sequence illustrated sentences about familiar experiences with uses of currency to make a story	Select titles for grade level stories about money and banking	Level 6- Reaching
Writing	Homes & habitats	Draw and label pictures of different types of homes or habitats from models (e.g., on bulletin boards)	Identify different types of homes or habitats from pictures or models using general vocabulary (e.g., “Birds <i>here</i> .”)	Describe different types of homes or habitats from pictures using some specific vocabulary (e.g., “Birds live in nests.”)	Compare different types of homes or habitats from illustrated scenes using specific vocabulary (e.g., hives v. caves)	Produce stories about different types of homes or habitats using grade level vocabulary	

ELP Standard 5: Language of Social Studies Grades 1-2 Summative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	Land forms/ Bodies of water	Match land forms or bodies of water with illustrated scenes based on oral questions or directions	Identify characteristics of land forms or bodies of water from oral descriptions and visuals (e.g., "You see many hills. This one is the highest.")	Classify or group land forms or bodies of water by common characteristics described orally with visuals (e.g., oceans, rivers, streams)	Locate land forms or bodies of water based on specific language, descriptive oral discourse and visuals	Differentiate land forms or bodies of water based on specific language and oral scenarios (e.g., mountains, hills or plateaus)	
Speaking	Community workers	Name community workers shown doing their jobs in pictures or illustrated scenes	State roles of community workers in pictures or illustrated scenes	Describe encounters or interactions with community workers in illustrated scenes	Explain importance or contributions of community workers in illustrated scenes	Predict impact of community workers in emergencies or unusual situations	
Reading	Artifacts of the past	Match labeled pictures with illustrated artifacts of the past	Sort types of artifacts of the past (e.g., transportation v. communication) described in illustrated phrases	Compare/contrast information about artifacts of the past from illustrated text	Summarize information about artifacts of the past from illustrated text	Interpret explicit information about artifacts of the past from illustrated text	
Writing	Products in the marketplace	Reproduce or label pictures of products in the marketplace from illustrated word banks	Describe products in the marketplace from illustrated examples	Compare attributes of two products in the marketplace from illustrated examples	State uses of products in the marketplace from illustrated examples	Evaluate usefulness of products in the marketplace and give reasons for choices or decisions	

WIDA's Framework for **Summative** Assessment and Instruction © 2007 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium