

# *Correspondence of WIDA English Language Development Standards and the Common Core State Standards for English Language Arts*

## *Introduction*

### **What these documents are:**

- These documents show correspondences between the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards and the Common Core State Standards in English language arts.
- WIDA is a consortium of 30 states (including New Hampshire) and the District of Columbia that have all adopted the same English language development standards and assessments.

### **Format of the documents:**

- The WIDA English Language Development Standards for English language arts consist of Model Performance Indicators (MPIs) at each of five different levels of language proficiency.
- Each MPI suggests a task that students at a particular level of language proficiency should be able to do to show achievement of a particular subject area standard.
- These documents consist of five WIDA-style MPIs (one for each of the five language proficiency levels) that correspond to selected Common Core State Standards.
- The model performance indicators were written by groups of New Hampshire ESOL and mainstream teachers through a federal Title III Professional Development grant to UNH Manchester.

### **Suggestions for using the documents:**

- Mainstream teachers can use these documents to help understand what can be expected from ESOL students at various levels of language proficiency, and to guide the assessment of students' progress toward meeting Common Core State Standards in English language arts.
- ESOL teachers can use the alignments to help understand what ESOL students are expected to know in English language arts, and to guide the assessment of their progress toward meeting ELA Common Core State Standards.

**Important considerations:**

- The documents are not curricula or programs of study; they are tools to be used in designing on-going classroom assessment of ESOL students.
- The MPIs are models that should be adapted as needed to meet individual teachers' and students' needs.
- Because the MPIs are geared to different levels of English language proficiency, it is essential to know students' proficiency levels (that information should be available in students' records or from their ESOL teacher).
- It is assumed that the knowledge and skills required to complete the tasks given in these MPIs have been previously taught, using teaching strategies appropriate for ESOL students.
- If WIDA MPIs are not included for a particular standard, or for a particular grade level, you can adapt related MPIs, or create new ones following the same model.
- Leveled texts are essential for teaching and assessing ESOL students' progress in English language arts, especially at lower proficiency levels. Leveling for language proficiency is not the same as leveling for reading ability, so mainstream language arts teachers should contact an ESOL teacher for help in procuring appropriate texts.

## **Grade 1 Model Performance Indicators that Correspond to the Common Core State Standards for Language**

### **Conventions of Standard English**

**CC.1.L.1**      ***Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.***

(See MPIs for each specific standard below.)

**CC.1.L.1a**      ***Conventions of Standard English: Print all upper- and lowercase letters.***

Level 1 Entering	Print all upper- and lowercase letters by tracing over dotted-line letters.
Level 2	Print all upper- and lowercase letters from a model.

Emerging	
Level 3 Developing	Print upper- and lowercase missing letters from an alphabetic worksheet, using visual supports.
Level 4 Expanding	Print all upper- and lowercase letters as the teacher says them aloud.
Level 5 Bridging	Print all upper- and lowercase letters, in alphabetical order, from memory.

**CC.1.L.1b**      ***Conventions of Standard English: Use common, proper, and possessive nouns.***

Level 1 Entering	Identify pictures of nouns by matching each picture to a corresponding word card showing a common, proper, or possessive noun, with a partner.
Level 2 Emerging	Label pictures of nouns (including common, proper, and possessive nouns), using a word bank.
Level 3 Developing	Relate personal facts to pictures of nouns (including common, proper, and possessive nouns) by saying a short sentence about each picture (e.g., <i>I have a cat</i> ).
Level 4 Expanding	Use common, proper, and possessive nouns correctly in speaking.
Level 5 Bridging	Use common, proper, and possessive nouns correctly in writing.

**CC.1.L.1c**      ***Conventions of Standard English: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).***

Level 1 Entering	Sort word cards showing singular and plural forms of names of characters, places, or objects by placing each card in a <i>Singular</i> or <i>Plural</i> pile.
Level 2 Emerging	Match voice to print by pointing to singular and plural picture cards in response to basic spoken sentences.
Level 3 Developing	Sort simple written sentences into those that tell about one thing and those that tell about more than one thing; then discuss the differences between the two groups in the nouns and verbs.
Level 4 Expanding	Create simple sentences using noun and verb word cards, to match picture cards (e.g., for a picture card of a boy singing, match the cards <i>John</i> and <i>sings</i> to make the correct sentence <i>John sings</i> ), with a partner.
Level 5 Bridging	Use singular and plural nouns with matching verbs correctly in basic sentences, when speaking or writing.

**CC.1.L.1d**      ***Conventions of Standard English: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).***

(These MPIs focus on personal pronouns. Use similar MPIs to assess possessive and indefinite pronouns.)

Level 1 Entering	Match pictures showing people with the appropriate personal pronoun word cards (e.g., match a picture showing a person pointing to self with the word card <i>I</i> ; match a picture of two people pointing to selves with the word card <i>we</i> , etc.).
Level 2 Emerging	Identify the appropriate personal pronoun word cards from teacher gestures (e.g., teacher points to self and another person, student chooses the word card <i>they</i> ;

	teacher points to two people, student chooses the word card <i>we</i> , etc.).
Level 3 Developing	Fill in appropriate personal pronouns in a cloze passage taken from a short, familiar story, with a word bank.
Level 4 Expanding	Fill in appropriate personal pronouns in a cloze passage taken from a short, familiar story.
Level 5 Bridging	Use appropriate personal pronouns when speaking and writing.

**CC.1.L.1e**      ***Conventions of Standard English: Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).***

Level 1 Entering	Create a wordless picture book of personal experiences, conveying a sense of past, present, and future.
Level 2 Emerging	Sort pictures that clearly show past, present, and future times into those three categories, and match each category with a word card ( <i>past, present, future</i> ), with a partner.
Level 3 Developing	Identify past, present, and future action verbs from a word bank, in a small group.
Level 4 Expanding	Describe orally a series of self-portraits in the past, present, or future, using appropriate verbs.
Level 5 Bridging	Describe a series of self-portraits in the past, present, or future by writing at least one complete sentence for each portrait, with appropriate verbs.

**CC.1.L.1f**      ***Conventions of Standard English: Use frequently occurring adjectives.***

Level 1 Entering	Identify photographs, visuals, or objects that take simple adjectives (e.g., red sweater).
Level 2 Emerging	Match a picture of an object with a matching adjective word card that describes it, with a partner.
Level 3 Developing	Select an object and name it with a noun and an adjective, with a partner.
Level 4 Expanding	Select appropriate noun/adjective pairs from a word bank, and use them in complete sentences.
Level 5 Bridging	Compose illustrated stories using adjectives.

**CC.1.L.1g**      ***Conventions of Standard English: Use frequently occurring conjunctions (e.g., and, but, or, so, because).***

Level 1 Entering	Identify the appropriate word card to match a conjunction heard in a simple sentence said aloud by the teacher (e.g., teacher says <i>Are you six, or are you seven?</i> and student identifies the <i>or</i> card).
Level 2 Emerging	Locate frequently occurring conjunctions in leveled text, with a partner.
Level 3 Developing	Combine simple sentence strips using word cards showing frequently occurring conjunctions (e.g., combine <i>I have a dog. My friend doesn't have a dog</i> into <i>I have a dog but my friend doesn't have a dog.</i> ), in a small group.
Level 4	Fill in appropriate conjunctions in a cloze passage taken from a short, familiar

Expanding	story, using a word bank.
Level 5 Bridging	Write a short narrative using frequently occurring conjunctions appropriately.

**CC.1.L.1h Conventions of Standard English: Use determiners (e.g., articles, demonstratives).**

(These MPIs focus on articles. Use similar MPIs to assess determiners.)

Level 1 Entering	Identify the appropriate word card to match an article heard in a simple sentence said aloud by the teacher (e.g., teacher says <i>Please give me a pencil</i> ; student selects the <i>a</i> card).
Level 2 Emerging	Locate articles in leveled text, with a partner.
Level 3 Developing	Select an object and name it with an appropriate article, with a partner.
Level 4 Expanding	Fill in appropriate articles in a cloze passage taken from a short, familiar story, with a partner.
Level 5 Bridging	Compose illustrated stories using articles appropriately.

**CC.1.L.1i Conventions of Standard English: Use frequently occurring prepositions (e.g., during, beyond, toward).**

Level 1 Entering	Identify the appropriate word card to match a preposition heard in a simple sentence said aloud by the teacher (e.g., teacher says <i>Put the book on the table</i> ; student selects the <i>on</i> card).
Level 2 Emerging	Match pictures of prepositions with corresponding preposition word cards, with a partner.
Level 3 Developing	Demonstrate meanings of prepositions by selecting an object, doing something with it, and using a preposition to describe it (e.g., demonstrate and then say <i>The car is behind the box</i> ), with a partner.
Level 4 Expanding	Use prepositions selected from a word bank in complete oral sentences.
Level 5 Bridging	Compose illustrated stories using prepositions.

**CC.1.L.1j Conventions of Standard English: Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**

(These MPIs focus on declarative sentences. Use similar MPIs to assess interrogative, imperative, and exclamatory sentences.)

Level 1 Entering	Act out an activity described by the teacher in a simple oral declarative sentence (e.g., teacher says <i>I am walking</i> , student walks).
Level 2 Emerging	Describe people or objects using simple declarative sentences (e.g. <i>This is a pencil</i> ), in a small group.
Level 3 Developing	Convert information from a graphic organizer into simple declarative sentences, in a small group.
Level 4	Write examples of simple declarative sentences; then exchange papers with a

Expanding	partner and identify whether a sentence is declarative or not.
Level 5 Bridging	Write examples of simple declarative sentences; then exchange papers with a partner and expand the partner's sentence.

**CC.1.L.2      *Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.***

(See MPIs for each specific standard below.)

**CC.1.L.2a      *Conventions of Standard English: Capitalize dates and names of people.***

Level 1 Entering	Highlight capital letters in a given sentence.
Level 2 Emerging	Locate names and dates in a text and point out the capital letters.
Level 3 Developing	Circle capital letters in simple sentences created by the teacher; then use short phrases to explain to a partner why each is capitalized (e.g., first letter, name of person, date, etc.).
Level 4 Expanding	Edit an incorrectly written sentence to demonstrate correct use of capital letters, individually.
Level 5 Bridging	Write a story using correct capitalization rules.

**CC.1.L.2b      *Conventions of Standard English: Use end punctuation for sentences.***

Level 1 Entering	Highlight periods in leveled text.
Level 2 Emerging	Name the end punctuation for declarative sentences, by holding up a card with a period and saying <i>period</i> .
Level 3 Developing	Apply correct end punctuation to given sentence strips, with a partner.
Level 4 Expanding	Apply correct end punctuation to a short story written without punctuation.
Level 5 Bridging	Write simple narratives using correct end punctuation.

**CC.1.L.2c      *Conventions of Standard English: Use commas in dates and to separate single words in a series.***

(These MPIs focus on use of commas in dates. Use similar MPIs to assess separating single words in a series.)

Level 1 Entering	Copy dates from a sample, using correct punctuation.
Level 2 Emerging	Identify commas in dates, with a partner.
Level 3	Locate examples of commas in dates from teacher-provided materials.

Developing	
Level 4 Expanding	Explain how to write a date to a partner.
Level 5 Bridging	Use commas correctly in a written paragraph telling what the student did on certain dates.

**CC.1.L.2d**      ***Conventions of Standard English: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.***

Level 1 Entering	Trace over sight words and words with conventional spelling patterns given by the teacher.
Level 2 Emerging	Build common words and words with conventional spelling patterns, using letter tiles or magnetic letters, with a partner.
Level 3 Developing	Locate common words and words with conventional spelling patterns on a word wall and write them.
Level 4 Expanding	Correctly spell common words and words with conventional spelling patterns in short sentences dictated by the teacher.
Level 5 Bridging	Correctly spell common words and words with conventional spelling patterns in narrative and informational writing.

**CC.1.L.2e**      ***Conventions of Standard English: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.***

Level 1 Entering	Compose simple known consonant-vowel-consonant (CVC) words with letter tiles or cards as the teacher says the sounds of each letter (e.g., as the teacher says the sounds for <i>b, a, t</i> , the student writes <i>bat</i> ).
Level 2 Emerging	Write known words (CCVC and CVCC patterns) as the teacher says the sounds of each letter (e.g., as the teacher says the sounds for <i>l, a, s, t</i> , the student writes <i>last</i> ).
Level 3 Developing	Spell a phonetically regular word from a picture card.
Level 4 Expanding	Apply spelling conventions to finish incomplete sentences (e.g., <i>There are 12 _____ in a foot</i> ).
Level 5 Bridging	Use phonemic awareness, letter knowledge, and spelling conventions to aid spelling in narrative and informational writing.

## Knowledge of Language

**CC.1.L.3**      (Begins in grade 2.)

## Vocabulary Acquisition and Use

**CC.1.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies.**

(See MPIs for each specific standard below.)

**CC.1.L.4a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.**

Level 1 Entering	Use illustrations to help determine the meaning of unknown words while listening to a leveled picture book being read aloud.
Level 2 Emerging	Use illustrations and other words in a sentence to help determine the meaning of unknown words in leveled text (e.g., picture of a grasshopper on a leaf, text reading <i>The hungry grasshopper nibbles on a leaf</i> ; student uses the picture to determine the meaning of <i>grasshopper</i> and the word <i>hungry</i> to help understand the word <i>nibble</i> ).
Level 3 Developing	Identify unknown words and phrases in a leveled text; then reread and discuss with a partner the paragraph in which the words or phrases appear, and use the context to determine possible meanings of the words or phrases.
Level 4 Expanding	Explain to a partner how the context of the rest of the sentence was used to help understand unknown words in a leveled text.
Level 5 Bridging	Explain to a partner how the context of the rest of the sentence was used to help understand unknown words in a grade-level text.

**CC.1.L.4b Vocabulary Acquisition and Use: Use frequently occurring affixes as a clue to the meaning of a word.**

(These MPIs focus on prefixes. Use similar MPIs to assess suffixes.)

Level 1 Entering	Follow oral commands involving known base words, both with and without the prefix <i>un-</i> (e.g., <i>Fold the paper</i> ; <i>Unfold the paper</i> ; <i>Untie your shoe</i> ; <i>Tie your shoe</i> ).
Level 2 Emerging	Follow written commands involving known base words, both with and without the prefix <i>un-</i> (e.g., <i>Fold the paper</i> ; <i>Unfold the paper</i> ; <i>Untie your shoe</i> ; <i>Tie your shoe</i> ).
Level 3 Developing	Sort a list of words containing common prefixes and base words into two columns: <i>Prefix</i> and <i>Base</i> ; then discuss the meanings of the prefixes with a partner.
Level 4 Expanding	Connect prefixes with base words, using a two-column chart of known prefixes and base words, and write sentences that illustrate the words' meanings (e.g., connect <i>non-</i> with <i>fat</i> and write a sentence using the word <i>nonfat</i> ).
Level 5 Bridging	Identify the meaning of unfamiliar vocabulary by using knowledge of prefixes and base words (e.g., <i>repaint</i> means <i>paint again</i> ).

**CC.1.L.4c Vocabulary Acquisition and Use: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).**

Level 1 Entering	Highlight the inflectional endings <i>-s</i> , <i>-ed</i> , and <i>-ing</i> in simple written sentences provided by the teacher.
Level 2 Emerging	Match root word cards with inflectional ending cards (e.g., <i>-s</i> , <i>-ed</i> , <i>-ing</i> ) to show the form of the verb in a sentence spoken by the teacher (e.g., students match a

	<i>sing</i> card with an <i>s</i> card to make <i>looks</i> in response to hearing the teacher say <i>He sings well.</i> )
Level 3 Developing	Locate words with inflectional endings (e.g., <i>-s</i> , <i>-ed</i> , <i>-ing</i> ) in a leveled text.
Level 4 Expanding	Identify known root words with and without inflectional endings in grade-level text, with a partner.
Level 5 Bridging	Identify known root words with and without inflectional endings in grade-level text.

**CC.1.L.5**      ***Vocabulary Acquisition and Use: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.***

(See MPIs for each specific standard below.)

**CC.1.L.5a**      ***Vocabulary Acquisition and Use: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.***

Level 1 Entering	Sort known picture cards from two categories (e.g., animals, plants) into two labeled groups.
Level 2 Emerging	Sort known word cards from two categories (e.g., colors, numbers) into two labeled groups.
Level 3 Developing	Sort known word cards into two categories without knowing what the categories are, in a small group; then identify the categories.
Level 4 Expanding	Sort known word cards into three categories without knowing what the categories are, in a small group; then identify the categories.
Level 5 Bridging	Sort known word cards into categories and explain what the categories represent.

**CC.1.L.5b**      ***Vocabulary Acquisition and Use: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).***

Level 1 Entering	Sort known picture cards from two categories (e.g., animals, plants) into two labeled groups; then complete sentences spoken by the teacher telling what category each picture is in (e.g., teacher says <i>A tree is a ___</i> ; student responds <i>plant.</i> )
Level 2 Emerging	Sort known word cards from two categories (e.g., trees, flowers) into two labeled groups; then use the sentence frame <i>A ___ is a ___</i> to tell what category each words goes in (e.g., student reads <i>A rose is a flower.</i> ).
Level 3 Developing	Sort known word cards into two categories and tell what category each card is in, with a partner.
Level 4 Expanding	Discuss in a small group the attributes of items that are all in the same category (e.g., for birds: <i>ducks swim</i> ; <i>penguins are black and white</i> ); then define each item by telling the category and the attribute.
Level 5 Bridging	Define words orally by telling what category they are in and describing one or more key attributes.

**CC.1.L.5c** *Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., note places at home that are cozy).*

(No WIDA MPIs developed.)

**CC.1.L.5d** *Vocabulary Acquisition and Use: Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.*

(These MPIs focus on adjectives differing in intensity. Use similar MPIs to assess shades of meaning among verbs differing in manner.)

Level 1 Entering	Sort illustrated word cards showing adjectives differing in intensity by degree (e.g., sort illustrated and labeled cards for <i>huge, big, gigantic</i> into <i>big, huge, gigantic</i> ).
Level 2 Emerging	Sort word cards showing differing in intensity by degree of (e.g., sort <i>huge, big, gigantic</i> into <i>big, huge, gigantic</i> ).
Level 3 Developing	Find examples of adjectives different in intensity in leveled text, with a partner.
Level 4 Expanding	Describe adjectives differing in intensity to a partner.
Level 5 Bridging	Write several sentences using adjectives differing in intensity.

**CC.1.L.6** *Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).*

(No WIDA MPIs developed.)