

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

### **Conventions of Standard English**

**CC.4.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.4.L.1a**      ***Conventions of Standard English: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).***

Level 1 Entering	(Not applicable to Level 1 because of limited knowledge of relative pronouns and adverbs.)
---------------------	--

Level 2 Emerging	Listen as the teacher slowly reads aloud simple sentences containing relative pronouns or relative adverbs; then choose the pronoun or adverb card that matches the relative pronoun or adverb heard in the sentence.
Level 3 Developing	Choose an appropriate card showing a relative pronoun or relative adverb to combine sentence strips into a correct sentence (e.g., given the sentence strips <i>I saw my teacher</i> and <i>I was at the store</i> , choose the <i>when</i> card and insert it between the strips), with a partner; then read the new sentence aloud.
Level 4 Expanding	Combine sentences so they include a relative pronoun or a relative adverb, using a word bank of relatives (e.g., combine the two sentences <i>I have a brother</i> and <i>He is a good baseball player</i> into one sentence, <i>I have a brother who is a good baseball player</i> ), with a partner; then read the new sentence aloud.
Level 5 Bridging	Edit a text provided by the teacher to include relative pronouns or adverbs.

**CC.4.L.1b Conventions of Standard English: Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.**

Level 1 Entering	Form simple sentences with correct forms of progressive tenses by combining verb cards and an <i>-ing</i> card to make a sentence to match a picture (e.g., given a picture of a boy eating, choose the <i>He</i> , <i>is</i> , <i>eat</i> , and <i>-ing</i> cards to form the sentence <i>He is eating</i> ).
Level 2 Emerging	Produce correct forms of progressive tenses (e.g., based on a picture of a boy eating dinner, student says <i>He is eating.</i> ); then compare with a partner and revise as necessary.
Level 3 Developing	Ask and answer questions based on illustrations, with a partner, using correct forms of progressive tenses.
Level 4 Expanding	Write questions and answers based on illustrations, with a partner, using correct forms of progressive tenses.
Level 5 Bridging	Use correct forms of progressive tenses (e.g., <i>He's playing. I was playing but now I'm not playing.</i> ) in spoken and written language.

**CC.4.L.1c Conventions of Standard English: Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.**

Level 1 Entering	Listen as the teacher slowly reads aloud simple sentences containing modal auxiliaries; then choose the word card showing the modal heard in the sentence.
Level 2 Emerging	Locate modal auxiliaries in a leveled text and read the sentences aloud, using a word bank of modal auxiliaries.
Level 3 Developing	Complete sentence frames using modal auxiliaries (e.g., use the frames <i>I can _____</i> or <i>I must _____</i> to say or write <i>I can swim</i> or <i>I must be good</i> ).
Level 4 Expanding	Peer edit writing to include appropriate use of modal auxiliaries, with a partner.
Level 5 Bridging	Self-edit writing to include appropriate use of modal auxiliaries.

**CC.4.L.1d Conventions of Standard English: Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).**

Level 1	Choose word cards to match an illustrated phrase spoken by the teacher and
---------	--

Entering	arrange them in the correct order (e.g., teacher shows an illustration and says <i>big blue square</i> ; students choose the cards <i>big, blue, square</i> and arrange them in order); then read or repeat the phrase.
Level 2 Emerging	Follow the teacher's simple oral commands to choose adjectives and nouns from a word bank to create phrases that describe a given shape (e.g., teacher shows a small red triangle, and says <i>Choose a color; choose a size; choose a shape</i> ; students choose the appropriate adjectives and noun and say the phrase).
Level 3 Developing	Choose adjectives from a word bank to describe a particular object, in a small group; then write a sentence using the adjectives and discuss the order of the adjectives.
Level 4 Expanding	Choose adjectives from a word bank to describe a particular object, individually; then write a sentence using the adjectives; develop rules for how to order adjectives (e.g., adjectives of size before adjectives of color).
Level 5 Bridging	Write a paragraph to describe a particular object, using multiple adjectives from a word bank; then self-edit the paragraph to ensure that the adjectives are in conventional order.

**CC.4.L.1e**      ***Conventions of Standard English: Form and use prepositional phrases.***

Level 1 Entering	Follow teacher's oral instructions, including prepositional phrases, for placing an object in a particular location (e.g., teacher says <i>Put the pencil on the book; Put the book under the table</i> , etc.; student does appropriate action).
Level 2 Emerging	Follow teacher's written instructions, including prepositional phrases, for placing an object in a particular location (e.g., student reads <i>Put the paper under the pencil; Put the book beside the paper</i> , etc.; student does appropriate action).
Level 3 Developing	Follow a partner's oral instructions, including prepositional phrases, for doing simple actions (e.g., partner says <i>Stand beside the door; Sit under the window</i> ; partner does the appropriate action).
Level 4 Expanding	Peer-edit writing for appropriate use of prepositional phrases, with a partner, paying particular attention to choosing the correct preposition.
Level 5 Bridging	Edit own writing for appropriate use of prepositional phrases, paying particular attention to choosing the correct preposition.

**CC.4.L.1f**      ***Conventions of Standard English: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.***

Level 1 Entering	Listen to simple spoken sentences and sentence fragments; identify them by saying <i>yes</i> in response to complete sentences, and <i>no</i> in response to fragments.
Level 2 Emerging	Read simple sentences and sentence fragments and sort them into two categories: sentences, not sentences.
Level 3 Developing	Correct written sentence fragments by providing an appropriate noun/pronoun or verb (e.g., correct <i>Don't have a pencil</i> to <i>I don't have a pencil</i> ; correct <i>She my sister</i> to <i>She is my sister</i> ), in a small group.
Level 4 Expanding	Peer-edit writing to correct inappropriate fragments and run-ons, with a partner.
Level 5 Bridging	Self-edit own writing to correct inappropriate fragments and run-ons.

**CC.4.L.1g**      ***Conventions of Standard English: Correctly use frequently confused words (e.g., to, too, two; there, their).***

Level 1 Entering	Match frequently confused words with picture cards showing their meanings (e.g., match <i>two</i> with the numeral 2; <i>to</i> with a boy walking and an arrow showing where he's walking <i>to</i> ), with a partner.
Level 2 Emerging	Match simple written sentences containing frequently confused words with pictures showing their meanings (e.g., match <i>They have their pencils</i> with a picture of two children holding pencils; match <i>My pencils are there on my desk</i> with a picture of a child pointing to a pencil on a desk).
Level 3 Developing	Complete written sentences containing two commonly confused words (e.g., <i>I can't ___ you from ___.</i> ( <i>here, hear</i> ); <i>You are ___ right to be ___.</i> ( <i>quite, quiet</i> ), with a partner.
Level 4 Expanding	Peer-edit writing to correct frequently confused words, with a partner.
Level 5 Bridging	Self-edit own writing to correct frequently confused words.

**CC.4.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.4.L.2a**      ***Conventions of Standard English: Use correct capitalization.***

Level 1 Entering	Highlight capital letters in a given sentence.
Level 2 Emerging	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., <i>first letter, name of city, etc.</i> ).
Level 3 Developing	Edit an incorrectly written sentence to demonstrate correct use of capital letters.
Level 4 Expanding	Revise a paragraph to show correct use of capital letters.
Level 5 Bridging	Write an original paragraph using capital letters correctly.

**CC.4.L.2b**      ***Conventions of Standard English: Use commas and quotation marks to mark direct speech and quotations from a text.***

Level 1 Entering	Identify commas and quotations marks by pointing to them in response to teacher prompts.
Level 2 Emerging	Insert commas and quotation marks into simple unpunctuated written sentences provided by the teacher.
Level 3 Developing	Discuss possible errors in the use of commas and quotations marks, in a small group; then decide what needs to be revised in an unpunctuated passage provided by the teacher, and how.
Level 4 Expanding	Peer-edit narrative text for use of commas and quotation marks to mark direct speech; peer edit informational text for use of commas and quotation marks to mark quotations from a person or a text, with a partner.
Level 5	Self-edit narrative text for use of commas and quotation marks to mark direct

Bridging	speech; edit informational text for use of commas and quotation marks to mark quotations from a person or a text.
----------	---

**CC.4.L.2c**      ***Conventions of Standard English: Use a comma before a coordinating conjunction in a compound sentence.***

Level 1 Entering	Identify commas before coordinating conjunctions in compound sentences by pointing at them in response to teacher prompts.
Level 2 Emerging	Insert commas before coordinating conjunctions in simple unpunctuated compound sentences provided by the teacher, using a list of coordinate conjunctions.
Level 3 Developing	Combine two independent clauses to make one compound sentence, and rewrite the sentence, using a coordinating conjunction and a comma (e.g., combine the clauses <i>I like ice cream</i> and <i>I don't like tomatoes</i> into one compound sentence, <i>I like ice cream but I don't like tomatoes</i> ).
Level 4 Expanding	Peer-edit writing for use of commas before coordinating conjunctions in compound sentences, with a partner.
Level 5 Bridging	Self-edit own writing for use of commas before coordinating conjunctions in compound sentences.

**CC.4.L.2d**      ***Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.***

Level 1 Entering	Correctly spell known grade-appropriate high-frequency words when dictated by the teacher.
Level 2 Emerging	Correctly spell known and unknown phonetically regular words when dictated by the teacher.
Level 3 Developing	Choose the correctly spelled word in a given sentence, based on conventional spelling patterns (e.g., <i>I like to read storys/stories</i> ).
Level 4 Expanding	Edit a paragraph to correct spelling, independently, given a list of common spelling rules with examples.
Level 5 Bridging	Apply correct spelling in general writing.

## Knowledge of Language

**CC.4.L.3**      ***Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.***

(See MPIs for each specific standard below.)

**CC.4.L.3a**      ***Knowledge of Language: Choose words and phrases to convey ideas precisely.***

Level 1 Entering	Choose word cards to describe known pictures shown by the teacher (e.g., teacher shows picture of a story character; student chooses most appropriate word card to describe the character).
Level 2 Emerging	Identify appropriate content-area vocabulary, from a word bank, for a picture shown by the teacher (e.g. teacher shows a picture of a character from a known story,

	student chooses the word <i>character</i> ).
Level 3 Developing	Match multiple-meaning words from a word bank to two different cloze sentences (e.g., <i>She threw a very fast pitch. When we go camping we need to pitch a tent.</i> ).
Level 4 Expanding	Select words from a word bank that are more precise in meaning than underlined words in a story (e.g., choose <i>caring</i> rather than <i>good</i> to describe a character).
Level 5 Bridging	Select appropriate content area words to complete a cloze paragraph.

**CC.4.L.3b Knowledge of Language: Choose punctuation for effect.**

Level 1 Entering	Match punctuation symbols with their names, with a partner.
Level 2 Emerging	Complete given sentences with the correct punctuation to show statements, questions, or exclamations, using examples; then read the sentences aloud to show the effects of the punctuation.
Level 3 Developing	Discuss in a small group what punctuation should go into unpunctuated sentences given by the teacher; complete the sentences and read them aloud to show the effects of punctuation.
Level 4 Expanding	Edit a paragraph for punctuation to create appropriate effects, using a list of with examples.
Level 5 Bridging	Apply punctuation rules in general writing to create appropriate effects.

**CC.4.L.3b Knowledge of Language: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).**

(No WIDA MPIs developed.)

## Vocabulary Acquisition and Use

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

(See MPIs for each specific standard below.)

**CC.4.L.4a Vocabulary Acquisition and Use: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.**

Level 1 Entering	Use illustrations to determine the meaning of unknown words while listening to an illustrated leveled story being read aloud.
Level 2 Beginning	Make self-connections to the title and illustrations of a leveled text before hearing it read (e.g., before reading about a circus, tell about a visit to a circus), with a partner, and use those connections to determine the meaning of unknown words while listening to the story.

Level 3 Developing	Ask questions and make predictions while reading a leveled text with a partner, and use the answers and the predictions to understand unfamiliar vocabulary.
Level 4 Expanding	Use context clues to identify and understand unknown words in a leveled text.
Level 5 Bridging	Use context clues to identify and understand unknown words in a grade-level text.

**CC.4.L.4b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).**

Level 1 Entering	Follow simple oral commands from the teacher to show comprehension of common words with prefixes and roots (e.g., <i>Fold the paper; unfold the paper</i> ).
Level 2 Emerging	Match known words that have prefixes with pictures; then choose the meaning of the prefix from the words in a word bank (e.g., match <i>submarine</i> with its picture and choose the word <i>under</i> from a word bank; or match <i>microwave</i> with its picture and choose the word <i>small</i> from a word bank).
Level 3 Developing	Brainstorm in a small group related words have the same given Greek or Latin prefix, and discuss what the prefix means (e.g., <i>audiovisual, audiotape, auditorium, auditory</i> ; the meaning of <i>audi-</i> is <i>hear</i> or <i>hearing</i> ).
Level 4 Expanding	Connect known root words with the appropriate affixes, using a chart of known affixes, 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, suffixes, and base words (e.g., <i>uncontrollable</i> means <i>not able to be controlled</i> ).

**CC.4.L.4c Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**

(These MPIs focus on using reference materials to determine or clarify meaning. Use similar MPIs to assess finding the pronunciation of words.)

Level 1 Entering	Find the meanings of unknown words by consulting a beginning illustrated ESL dictionary (or a bilingual dictionary if literate in the native language).
Level 2 Emerging	Identify key words and phrases in an illustrated leveled text that are unknown; then determine their meaning by looking them up in an ESL dictionary, with a partner.
Level 3 Developing	Identify key words and phrases in a leveled text that are unknown; discuss their meanings with a partner; then check or clarify the meanings by looking the words up in an ESL dictionary.
Level 4 Expanding	Find the meaning of a word by looking it up in an ESL dictionary.
Level 5 Bridging	Find the meaning of a word by looking it up in a grade-level dictionary or glossary.

**CC.4.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

(See MPIs for each specific standard below.)

**CC.4.L.5a** ***Vocabulary Acquisition and Use: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.***

(No WIDA MPIs developed.)

**CC.4.L.5b** ***Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs.***

(No WIDA MPIs developed.)

**CC.4.L.5c** ***Vocabulary Acquisition and Use: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).***

Level 1 Entering	Match words with their synonyms and with their antonyms (e.g., match <i>hot</i> and <i>cold</i> , <i>cold</i> and <i>icy</i> ), using labeled picture cards.
Level 2 Emerging	List synonyms and antonyms of a given word, using a word bank (e.g., given <i>good</i> , student chooses the synonym <i>great</i> and the antonym <i>bad</i> ).
Level 3 Developing	Give examples of synonyms and antonyms of given words, using illustrations, diagrams, and drawings, with a partner (e.g., student names synonyms of words that describe an illustration, and then names words that are antonyms).
Level 4 Expanding	Identify synonyms and antonyms in text (e.g., <i>In this passage, which two words have similar meanings? Which have opposite meanings?</i> ), in a group discussion.
Level 5 Bridging	Draw conclusions about synonyms and antonyms based on context of words in grade-level text (e.g., " <i>The lad went to the store.</i> " <i>Why did the author choose to use the word lad here?</i> ).

**CC.4.L.6** ***Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).***

(No WIDA MPIs developed.)