

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 Writing

Text Types and Purposes

CC.4.W.1 *Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*

(See MPIs for each specific standard below.)

CC.4.W.1a *Text Types and Purposes: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.*

(These MPIs focus on introducing a topic and stating an opinion.)

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| Level 1 | Listen as the teacher describes a picture of a topic in very simple English; then |
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| Entering | draw a picture showing your opinion about the topic (e.g., after the teacher describes a picture showing a school with students all wearing uniforms, draw a picture of students with uniforms, or without uniforms). |
| Level 2 Emerging | Listen as the teacher describes a picture of a topic in very simple English; then draw a picture showing your opinion about the topic and write a simple phrase or sentence stating that opinion (e.g., after the teacher describes a picture showing a school with students all wearing uniforms, draw a picture of students with uniforms, or without uniforms, and write <i>I like uniforms</i> or <i>I don't like uniforms</i>). |
| Level 3 Developing | Listen as the teacher describes a picture of a topic in simple English; then write a simple sentence introducing the topic, and another sentence stating an opinion about the topic, with a partner. |
| Level 4 Expanding | Write the beginning of an opinion piece by introducing a topic and stating an opinion, with a partner. |
| Level 5 Bridging | Write the beginning of an opinion piece by introducing a topic and stating an opinion. |

(These MPIs focus on creating an organizational structure.)

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| Level 1 Entering | Sort illustrated word and phrase cards related to an opinion into related categories, with teacher support. |
| Level 2 Emerging | Sort illustrated word and phrase cards related to an opinion into related categories, with a partner. |
| Level 3 Developing | Brainstorm ideas to support an opinion, in a small group; then use a graphic organizer to sort the ideas into related groups, with a partner. |
| Level 4 Expanding | Summarize information from a graphic organizer to construct a paragraph in which related ideas are grouped, independently. |
| Level 5 Bridging | Write a short opinion piece, with the ideas grouped logically according to the purpose of the text. |

CC.4.W.1b *Text Types and Purposes: Provide reasons that are supported by facts and details.*

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| Level 1 Entering | Draw pictures that show the important facts and details for a given opinion (e.g., saving money on clothes if everybody wears uniforms). |
| Level 2 Emerging | Write short captions for pictures that show the important facts and details for a given opinion, using a word bank. |
| Level 3 Developing | Write simple sentences stating facts and details that support a given opinion, with a partner. |
| Level 4 Expanding | Write a variety of sentences stating facts and details that support a given opinion, with a partner. |
| Level 5 Bridging | Write part of an opinion piece, providing facts and details that are supported by reasons. |

CC.4.W.1c *Text Types and Purposes: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).*

(No WIDA MPIs developed.)

CC.4.W.1d *Text Types and Purposes: Provide a concluding statement or section related to the opinion presented.*

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| Level 1 Entering | Draw pictures representing a conclusion for an opinion piece, based on information from a graphic organizer. |
| Level 2 Emerging | Choose words from a word bank to complete a concluding cloze paragraph for an opinion piece, with a partner. |
| Level 3 Developing | Sequence sentence strips that form a concluding paragraph for an opinion piece, and rewrite them in paragraph form. |
| Level 4 Expanding | Create and discuss a graphic organizer showing the topics from a previously read opinion piece, in a small group; then write a concluding paragraph independently. |
| Level 5 Bridging | Draft a concluding paragraph for an opinion piece that contains only the introduction and the body. |

CC.4.W.2 *Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*

(See MPIs for each specific standard below.)

CC.4.W.2a *Text Types and Purposes: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.*

(These MPIs focus on introducing a topic.)

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| Level 1 Entering | Draw and write a one-word label for an appropriate topic that relates to a theme presented by the teacher, using a word bank (e.g., teacher gives the theme <i>Animals in New Hampshire</i> ; student draws and labels a moose). |
| Level 2 Emerging | Write a simple sentence to establish an appropriate topic that relates to a theme presented by the teacher, using a sentence frame (e.g., teacher gives the theme <i>Animals in New Hampshire</i> ; student writes <i>There are _____ in New Hampshire</i>). |
| Level 3 Developing | Generate a list of topics related to a theme suggested by the teacher (e.g., for the theme <i>Animals in New Hampshire</i> , lists could include <i>skunk, white-tailed deer, etc.</i>). |
| Level 4 Expanding | Complete a graphic organizer about a topic that relates to a theme presented by the teacher, in a small group (e.g., teacher gives the theme <i>Animals in New Hampshire</i> ; students complete a web showing what they know about beavers). |
| Level 5 Bridging | Write a topic sentence that establishes a topic related to a theme presented by the teacher, using a previously completed graphic organizer (as described in Level 4). |

(These MPIs focus on grouping related information. Use similar MPIs to assess inclusion of formatting and/or graphics.)

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| Level 1 Entering | Organize picture cards or illustrations based on given categories provided by the teacher, with a partner. |
| Level 2 Emerging | Categorize pictures into predictable categories and label categories, using a word bank, in a small group. |
| Level 3 Developing | Write short phrases to organize related ideas, using a graphic organizer created by the teacher, in small groups. |
| Level 4 Expanding | Summarize information from a graphic organizer to construct a paragraph in which related ideas are grouped. |
| Level 5 Bridging | Write a short piece of informational text, with the ideas grouped logically according to the purpose of the text. |

CC.4.W.2b *Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*

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| Level 1 Entering | Draw or find pictures and choose words from a word bank to provide details about a chosen topic, with a partner. |
| Level 2 Emerging | Write short captions for pictures that show the important facts and details about a given topic, with a partner. |
| Level 3 Developing | Write simple sentences to provide facts, definitions, details, or quotations about a chosen topic, using illustrated leveled text. |
| Level 4 Expanding | Brainstorm in a small group a list of facts, definitions, and details; then individually choose appropriate information from the list and use it to write an informative/explanatory piece. |
| Level 5 Bridging | Write an informative/explanatory piece that includes appropriate facts, definitions, details, and/or quotations about a specific topic. |

CC.4.W.2c *Text Types and Purposes: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).*

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| Level 1 Entering | (Not applicable to Level 1 because of limited knowledge of linking words and phrases.) |
| Level 2 Emerging | Complete a cloze paragraph with appropriate linking words and phrases from a word bank, with a partner. |
| Level 3 Developing | Brainstorm in a small group examples of linking words and phrases; then discuss each item, and suggest examples of when it could be used. |
| Level 4 Expanding | Peer-edit a partner's writing for appropriate use of linking words and phrases, discussing with the partner why a particular word or phrase is used. |
| Level 5 Bridging | Self-edit and revise writing for appropriate use of linking words and phrases. |

CC.4.W.2d *Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.*

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| Level 1 Entering | Match spoken domain-specific vocabulary with word cards (e.g., <i>cloud, snow, rain</i>). |
| Level 2 Beginning | Label a diagram using domain-specific vocabulary by selecting appropriate words from a word bank (e.g., <i>magma, lava, ash</i> in a volcano). |
| Level 3 Developing | Distinguish the use of vocabulary words in various contexts (e.g., <i>table</i> in math or science class vs. <i>table</i> in a house), using illustrations and in group discussion. |
| Level 4 Expanding | Select appropriate vocabulary to complete a cloze activity, using text and a dictionary. |
| Level 5 Bridging | Select the most precise word from a multiple-choice item in response to a text (e.g., select <i>survive</i> for <i>live</i>). |

CC.4.W.2e *Text Types and Purposes: Provide a concluding statement or section related to the information or explanation presented.*

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| Level 1 Entering | Draw pictures representing a conclusion based on information from a graphic organizer. |
| Level 2 Emerging | Choose words from a word bank to complete a concluding cloze paragraph, with a partner. |
| Level 3 Developing | Sequence sentence strips that form a concluding paragraph, and rewrite them in paragraph form. |
| Level 4 Expanding | Create and discuss a graphic organizer showing the topics from a previously read text, in a small group; then write a concluding paragraph independently. |
| Level 5 Bridging | Draft a concluding paragraph for an essay that contains only the introduction and the body. |

CC.4.W.3 *Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*

(See MPIs for each specific standard below.)

CC.4.W.3.a *Text Types and Purposes: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.*

(These MPIs focus on establishing a situation. Use similar MPIs to assess introducing narrator and/or characters.)

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| Level 1 Entering | Draw pictures to establish a situation for a narrative of real or imagined events. |
| Level 2 Emerging | Draw and label pictures to establish a situation for a narrative of real or imagined events. |
| Level 3 Developing | Brainstorm words, in a small group, to establish a situation for a narrative of real or imagined events; then individually write sentences establishing the situation, using the brainstormed words. |
| Level 4 Expanding | Complete a graphic organizer to show information that establishes a situation for a narrative of real or imagined events; then write sentences establishing the situation. |
| Level 5 Bridging | Write a paragraph using a graphic organizer to show information that establishes a situation for a narrative of real or imagined events |

(These MPIs focus on organizing an event sequence.)

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| Level 1 Entering | Draw and label pictures showing beginning, middle, and end, after listening to a leveled text read aloud. |
| Level 2 Emerging | Produce a story with beginning, middle, and end by drawing at least five sequenced pictures and writing a short simple sentence for each, with a partner. |
| Level 3 Developing | Draw and label a storyboard to sequence events, with a partner; then revise to add details. |
| Level 4 Expanding | Complete a graphic organizer to sequence events for a story with beginning, middle, and end, independently. |
| Level 5 Bridging | Complete a graphic organizer to show the beginning, middle, and end of a story, independently; then write the story, using sequence and transition vocabulary. |

CC.4.W.3.b Text Types and Purposes: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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| Level 1 Entering | Create a short simple dialogue between two characters in a story by filling in speech bubbles on pictures of the characters, using a word/phrase bank (e.g., students choose familiar phrases such as <i>Hi</i> , <i>How are you?</i> and copy them onto the speech bubbles). |
| Level 2 Emerging | Listen as the teacher reads an illustrated, leveled story with dialogue; then act out a short, simple dialogue from the story with a partner. |
| Level 3 Developing | Write a simple short story with at least two characters; discuss with a partner how to add some dialogue to show how the characters respond to an event; then add the dialogue to the story. |
| Level 4 Expanding | Edit a short story that has no dialogue so it includes dialogue showing the responses of characters to situations, or developing experiences and events, with a partner. |
| Level 5 Bridging | Write a short story that uses dialogue to develop experiences and events or to show the responses of characters to situations. |

CC.4.W.3.c Text Types and Purposes: Use a variety of transitional words and phrases to manage the sequence of events.

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| Level 1 Entering | Label pictures <i>first</i> and <i>last</i> in a given story sequence. |
| Level 2 Emerging | Arrange short sentences from a leveled text that has been read aloud in order; then add transition words from a word bank. |
| Level 3 Developing | Write a series of short sentences using transitional sequence words and phrases (e.g., <i>first</i> , <i>next</i> , <i>finally</i> , <i>at last</i>) from a word bank, with a partner. |
| Level 4 Expanding | Write a paragraph that summarizes a book that has been read aloud, including transitional sequence words and phrases from a word bank. |
| Level 5 Bridging | Revise a narrative to include transitional sequence words and phrases. |

CC.4.W.3.d Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely.

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| Level 1 Entering | Describe a character or setting by matching labeled adjective picture cards to storyboard drawings, with a partner. |
| Level 2 Emerging | Write short phrases or sentences describing pictures (e.g., for a picture of a brown cat, student writes <i>the brown cat</i>), using a word bank. |
| Level 3 Developing | Complete a sentence frame to provide concrete sensory details, with a partner (e.g., <i>The snow looked like _____; it felt like _____</i>). |
| Level 4 Expanding | Revise a narrative by adding concrete words and phrases and sensory details that have been developed in a small group, using a graphic organizer. |
| Level 5 Entering | Create a narrative that includes relevant concrete words and phrases and sensory details, with a peer editor. |

CC.4.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.

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| Level 1 Entering | Draw a picture to provide a conclusion to an illustrated, leveled narrative without a conclusion, that has been read aloud by the teacher and discussed. |
| Level 2 Beginning | Draw a picture to provide a conclusion to an illustrated, leveled narrative without a conclusion, that has been read aloud by the teacher and discussed; then write a short phrase or sentence to label the picture. |
| Level 3 Developing | Discuss with a partner possible conclusions for a short leveled narrative from which the conclusion has been omitted; then individually choose one of the brainstormed conclusions and write it out. |
| Level 4 Expanding | Write an appropriate conclusion to a short leveled narrative from which the conclusion has been omitted, with a partner. |
| Level 5 Bridging | Write an appropriate conclusion to a short grade-level narrative from which the conclusion has been omitted. |

Production and Distribution of Writing

CC.4.W.4 *Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)*

(No WIDA MPIs developed.)

CC.4.W.5 *Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)*

(No WIDA MPIs developed.)

CC.4.W.6 *Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.*

(No WIDA MPIs developed.)

Writing: Research to Build and Present Knowledge

CC.4.W.7 *Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic.*

(No WIDA MPIs developed.)

CC.4.W.8 *Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.*

(No WIDA MPIs developed.)

CC.4.W.9 *Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.*

(No WIDA MPIs developed.)

CC.4.W.9.a *Research to Build and Present Knowledge: Apply grade 4 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).*

(No WIDA MPIs developed.)

CC.4.W.9b *Research to Build and Present Knowledge: Apply grade 4 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).*

(No WIDA MPIs developed.)

Writing: Range of Writing

CC.6.W.10 *Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*

(No WIDA MPIs developed.)