

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 7 Model Performance Indicators that Correspond to the Common Core State Standards for Reading Informational Text

Key Ideas and Details

CC.7.R.I.1 ***Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.***

(These MPIs focus on explicit information.)

Level 1 Entering	Match visual components of an informational text with the title of the text, with a partner.
Level 2 Emerging	Answer simple <i>who, what, when, where</i> questions about a leveled informational text that has been read aloud, using words and phrases from the text.
Level 3 Developing	Answer simple <i>who, what, when, where</i> questions about a leveled informational text that has been read aloud, using information from the text.
Level 4 Expanding	Discuss with a partner the explicit information in a text; then write a paragraph summarizing that information, citing evidence from the text.

Level 5 Bridging	Write a summary of the explicit information in a grade-level text, citing evidence from the text.
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(These MPIs focus on inferences.)

Level 1 Entering	Chose words from an illustrated leveled text that has been read aloud to answer very simple inferential teacher questions.
Level 2 Emerging	identify inferences from pictures in an illustrated leveled text that has been read aloud, and express those inferences orally with a partner.
Level 3 Developing	Identify inferences from a leveled text, in small groups, and locate evidence from the text to support those inferences.
Level 4 Expanding	Identify inferences from a leveled text, in small groups, and locate evidence from the text to support those inferences; then write the inferences and evidence supporting them in a paragraph, using graphic organizers.
Level 5 Bridging	Create a variety of inference statements, based on a text, and cite evidence from the text to support the statements.

(These MPIs focus on cause/effect inferences.)

Level 1 Entering	Sort pictures that show causes and effects, from a text that has been read and discussed, onto a two-column organizer labeled <i>Cause</i> and <i>Effect</i> .
Level 2 Emerging	Identify related causes and effects in a leveled text read with a partner; record them on a graphic organizer.
Level 3 Developing	Use words such as <i>because</i> , <i>since</i> , <i>due to</i> , <i>so</i> , <i>as a result</i> , <i>therefore</i> to make short statements about cause and effect, with a partner, in response to a text.
Level 4 Expanding	Predict outcomes to a scenario, after reading content material (e.g. role play a social studies scene, tell the conclusion to a science experiment).
Level 5 Bridging	Summarize causes and effects of a given situation after reading different sources, using a cause/effect graphic organizer; then write several well-developed paragraphs supporting the cause/effect relationships.

CC.7.R.1.2 ***Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.***

(These MPIs focus on determining central ideas; use similar MPIs to assess analyzing the central ideas over the course of the text, and summarizing a text.)

Level 1 Entering	Select pictures from an illustrated informational text that has been read aloud, to show the central ideas of the text and how they develop, with a partner.
Level 2 Emerging	Label pictures to identify the central ideas of a leveled informational text that has been read aloud, using a word/phrase bank.
Level 3 Developing	Complete a graphic organizer to identify two or more central ideas of a leveled informational text; then orally restate the information on the graphic organizer, with a partner.
Level 4 Expanding	Determine two or more central ideas of a leveled informational text; record them on a graphic organizer.
Level 5 Bridging	Determine two or more central ideas of a grade-level text; write a paragraph stating what those ideas are.

CC.7.R.1.3 ***Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).***

(No WIDA MPIs developed.)

Craft and Structure

CC.7.R.I.4 ***Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.***

(These MPIs focus on figurative and connotative meanings.)

Level 1 Entering	Identify similes from selected texts that have been presented in a multisensory manner, and draw pictures to illustrate their meanings.
Level 2 Emerging	Act out or draw, with a partner, the meaning of a figurative image from a leveled informational text.
Level 3 Developing	Distinguish exaggeration in selected text in pairs, after hearing the text read aloud.
Level 4 Expanding	Identify adjectives or verbs with connotative meanings, in a small group.
Level 5 Bridging	Determine the meanings of figurative and connotative words and phrases as they are used in a text.

(These MPIs focus on technical meanings.)

Level 1 Entering	Match spoken technical vocabulary with word cards (e.g., <i>cloud, snow, rain</i>).
Level 2 Emerging	Label a diagram using technical 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 technical vocabulary to complete a cloze activity, using text and a dictionary.
Level 5 Bridging	Determine the meaning of technical words and phrases as they are used in a text, using context clues, glossaries, or dictionaries.

CC.7.R.I.5 ***Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.***

Level 1 Entering	Identify the major sections of an illustrated leveled text that has been read aloud by pointing to the beginning of each section.
Level 2 Emerging	Identify the major sections of an illustrated leveled text that has been read aloud by labeling each section, with a partner.
Level 3 Developing	Discuss in a small group the structure of a leveled informational text, including how the major sections contribute to the development of ideas; then write a paragraph summarizing the discussion.
Level 4 Expanding	Write a paragraph analyzing the structure of a leveled informational text, showing how the major sections contribute to the development of ideas, using a graphic organizer.
Level 5 Bridging	Write a paragraph analyzing the structure of a grade-level informational text, showing how the major sections contribute to the development of ideas.

CC.7.R.I.6 ***Craft and Structure: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.***

(No WIDA MPIs developed.)

Integration of Knowledge and Ideas

CC.7.R.I.7 ***Integration of Knowledge and Ideas: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).***

Level 1 Entering	Match pictures from an illustrated leveled informational text with pictures from an audio or multimedia version of the same text.
Level 2 Emerging	List details that support the central ideas from an illustrated leveled informational text and from audio, video, or multimedia versions of the text, using a T diagram.
Level 3 Developing	Compare and contrast information on the same topic from a leveled informational text and an audio, video, or multimedia version of the text, using a Venn diagram.
Level 4 Expanding	Discuss in a small group the similarities and differences between the portrayal of a subject in a grade-level informational text and in an audio, video, or multimedia version of the text; then individually write a paragraph summarizing the discussion.
Level 5 Bridging	Analyze in writing the differences between the portrayal of a subject in a grade-level informational text and in an audio, video, or multimedia version of the text.

CC.7.R.I.8 ***Integration of Knowledge and Ideas: 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.***

Level 1 Entering	Sort pictures or words that represent evidence presented in an illustrated leveled information text that has been read aloud and discussed into two groups: pictures/words that support a particular claim from the book; and pictures/words that don’t support the claim.
Level 2 Emerging	Discuss with a partner (in the native language if possible) the reasoning and the evidence behind one argument or claim from an illustrated leveled informational text that has been read aloud and discussed.
Level 3 Developing	Discuss in a small group whether the arguments and claims of a leveled informational text are sound, and whether the evidence supports the claims; record the results of the discussion on two-column graphic organizers.
Level 4 Expanding	Discuss with a partner whether the arguments and claims of a leveled informational text are sound, and whether the evidence supports the claims; then individually write a paragraph summarizing the discussion.
Level 5	Assess in writing whether the arguments and claims of a grade-level informational

Bridging	text are sound, and whether the evidence supports the claims.
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CC.7.R.I.9 ***Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.***

Level 1 Entering	Match pictures from a leveled informational text with related pictures from other leveled informational texts on the same topic, with a partner.
Level 2 Emerging	Match pictures from several different leveled informational texts on the same topic with short phrases describing them; then discuss (in the native language if possible) different emphases or interpretations.
Level 3 Developing	Select key information from different sources on the same subject (e.g., paper vs. plastic bags, sports teams, reality TV such as <i>American Idol</i>); then prepare a poster showing how different evidence is emphasized, or the same facts are interpreted in different ways, in a small group.
Level 4 Expanding	Analyze how two or more texts on the same topic, by different authors, emphasize different evidence or provide different interpretations of facts, with a partner, using a Venn diagram.
Level 5 Bridging	Analyze in writing how two or more texts on the same topic, by different authors, emphasize difference evidence or provide different interpretations of facts.

Range of Reading and Level of Text Complexity

CC.7.R.I.10 ***Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.***

(No WIDA MPIs developed.)