

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 Literature

Key Ideas and Details

CC.7.R.L.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.***

Level 1 Entering	Point to words or pictures in a leveled text that has been read aloud and discussed, in response to simple oral questions or statements made by the teacher (e.g., <i>Is Laura happy or sad at the end?</i>)
Level 2 Beginning	Read aloud words or short phrases from a leveled text that has been read aloud and discussed, in response to simple questions or statements from the teacher (e.g., <i>How does Laura feel at the end of the story?</i>)
Level 3	Give short answers to simple Wh- questions (<i>what, where, who, when</i>) about a

Developing	leveled text that has been read and discussed (e.g., relate a specific action that one of the characters did), with a partner.
Level 4 Expanding	Answer complex questions about a text (e.g., how one character's feelings differed from another character's feeling at the end of the story), after creating a graphic organizer with a partner.
Level 5 Bridging	Respond to essay questions (e.g., Explain how a character solved a problem in the story), using information from the text.

CC.7.R.L.2 ***Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.***

Level 1 Entering	Sort pictures by whether or not they relate to a leveled text that has been read aloud, with a partner.
Level 2 Beginning	Create a storyboard by drawing pictures and choosing labels from a word bank, showing the theme of a leveled text, development of the theme, and a short summary, with a partner.
Level 3 Developing	Complete a graphic organizer, with a partner, that shows the theme of a text, outlines its development, and gives a short summary.
Level 4 Expanding	Discuss in a small group the theme or central idea of a leveled text, how the theme is developed over the course of the text, and a summary of the text.
Level 5 Bridging	Write a short essay that states the theme or central idea of a text, analyzes its development throughout the text, and gives a summary of the text.

CC.7.R.L.3 ***Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).***

Level 1 Entering	Sort pictures from a leveled illustrated story or drama that has been read aloud and discussed into three categories: <i>Character, Setting, Plot</i> .
Level 2 Beginning	Listen as the teacher reads aloud a leveled illustrated story or drama; then, with a partner complete a graphic organizer to identify elements of <i>Character, Setting, and Plot</i> .
Level 3 Developing	Use a graphic organizer to identify how various elements of a story or drama (e.g., setting, characters, plot) interact, in a small group.
Level 4 Expanding	Analyze, in a small group discussion, how particular elements of a story or drama interact; then write a short summary of the discussion.
Level 5 Bridging	Analyze, in a short written composition, how particular elements of a story or drama interact.

Craft and Structure

CC.7.R.L.4 ***Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.***

(These MPIs focus on determining meaning of words and phrases in text.)

Level 1 Entering	Use a picture dictionary to determine the meaning of words and phrases as they are used in a text, with a partner.
Level 2 Beginning	Draw pictures of both the literal and figurative meanings of expressions from text that has been read aloud and discussed (e.g., <i>a blanket of snow</i> , <i>all her ideas were shot down</i>).
Level 3 Developing	Brainstorm synonyms of adjectives from a text; then arrange the synonyms in sequence from least to most of the attribute being described (e.g., brainstorm synonyms of <i>friendly</i> : <i>nice</i> , <i>caring</i> , <i>kind</i> , <i>warm</i> ; then sequence them according to perceived degree of friendliness), in a small group.
Level 4 Expanding	Discuss strategies for determining the meaning of words and phrases as they are used in a text, in a small group, using examples provided by the teacher that include figurative and connotative meanings.
Level 5 Bridging	Use a variety of strategies (e.g., identifying figurative meanings because literal meanings don't make sense; identifying connotative meanings by thinking about synonyms; context clues; reference materials) to determine the meaning of words and phrases as they are used in a text.

(These MPIs focus on rhymes and repetitions of sounds.)

Level 1 Entering	Match word cards showing known words with cards showing words that rhyme with the known words; match word cards showing known words with cards showing alliterations of the known words, with a partner.
Level 2 Beginning	Identify rhymes and alliterations in a leveled fable or poem that the teacher reads aloud, by following along on a written copy and underlining or highlighting the rhymes and alliterations.
Level 3 Developing	Read aloud a section of a leveled poem, story, or drama that contains rhymes and alliteration, with a partner; then underline the rhymes and circle the alliterations.
Level 4 Expanding	Discuss in a small group the impact of rhymes and alliteration on a section of a poem, story, or drama; then write a short summary of the discussion.
Level 5 Bridging	Analyze in writing the impact of rhymes and alliteration on a section of a poem, story, or drama.

CC.7.R.L.5 ***Craft and Structure: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.***

(No WIDA MPIs developed.)

CC.7.R.L.6 ***Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.***

Level 1 Entering	Answer simple questions about who is telling a story that has been read aloud, using single words, pointing to pictures in the story, or drawing.
Level 2 Beginning	Identify who is narrating a story that has been read aloud, and draw a picture to show how he or she feels about the story.
Level 3 Developing	Role-play a short dialogue from a familiar story with a partner; then discuss similarities and differences between the two character's points of view.
Level 4 Expanding	Discuss in a small group the different points of view or different characters in a story, and how the author develops and contrasts them.
Level 5	Analyze, in a written essay, how an author develops and contrasts the points of

Bridging	view of different characters or narrators in a text.
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Integration of Knowledge and Ideas

CC.7.R.L.7 ***Integration of Knowledge and Ideas: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).***

(No WIDA MPIs developed.)

CC.7.R.L.8 ***Integration of Knowledge and Ideas***

(Not applicable to literature.)

CC.7.R.L.9 ***Integration of Knowledge and Ideas: 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.)

Range of Reading and Level of Text Complexity

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

(No WIDA MPIs developed.)