

# *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  
Reading Informational Text**

**Key Ideas and Details**

**CC.1.R.I.1** *Key Ideas and Details: Ask and answer questions about key details in a text.*

Level 1 Entering	Point to a picture to answer a question asked by the teacher about an illustrated leveled informational text that has been read aloud and discussed.
Level 2 Emerging	Answer a question asked by the teacher about a leveled informational text that has been read aloud and discussed, using single words or short phrases taken from the text.
Level 3 Developing	Underline, highlight, or list answers to questions asked by the teacher about a leveled informational text that has been read and discussed.
Level 4 Expanding	Complete cloze sentences to answer a series of questions about a leveled informational text, using a word bank.

Level 5 Bridging	Use a graphic organizer to answer a series of questions about a grade-level informational text.
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**CC.1.R.I.2    *Key Ideas and Details: Identify the main topic and retell key details of a text.***

Level 1 Entering	Identify the main topic of a set of informational pictures, using a word bank.
Level 2 Emerging	Identify the main topic and key details of a leveled informational text, using a phrase bank.
Level 3 Developing	Identify the main topic and key details of a leveled informational text, in a small group.
Level 4 Expanding	Listen to a short, leveled paragraph, discuss it with a partner, and identify the main idea and key details.
Level 5 Bridging	Read a grade-level informational text and identify the main idea and key details.

**CC.1.R.I.3    *Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.***

Level 1 Entering	Match sets of pictures showing connections between individuals, events, or ideas from a leveled informational text that has been read aloud and discussed, with a partner.
Level 2 Emerging	Match sets of pictures showing connections between individuals, events, or ideas from a leveled informational text that has been read aloud and discussed, and label the pictures, using a word bank.
Level 3 Developing	Sort pictures from a leveled informational text that has been read and discussed into categories (e.g., a firefighter's tools and a firefighter's clothing), in small group.
Level 4 Expanding	Read a leveled informational text with a partner and describe connections between individuals, events, ideas, or pieces of information.
Level 5 Bridging	Read a grade-level informational text and write a short paragraph describing a connection between individuals, events, ideas, or pieces of information in the text.

## Craft and Structure

**CC.1.R.I.4    *Craft and Structure: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.***

Level 1 Entering	Point to words in a leveled informational text whose meaning is unclear or unknown.
Level 2 Emerging	Point to words in a leveled informational text whose meaning is unclear or unknown, and ask <i>What does this mean?</i>
Level 3 Developing	Underline, highlight, or list unclear or unknown words or phrases in a leveled informational text; discuss their meanings in a small group.
Level 4 Expanding	Ask a partner what an unclear or unknown word or phrase in a leveled informational text means; answer the partner's questions.
Level 5	Ask and answer questions to help determine or clarify the meaning of words and

Bridging	phrases in a grade-level informational text.
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**CC.1.R.I.5** *Craft and Structure: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.*

Level 1 Entering	Follow teacher directions to identify various text features (e.g., teacher says <i>Point to the table of contents</i> ; students point to the appropriate page of a book).
Level 2 Emerging	Match vocabulary cards (e.g., <i>heading, table of contents, glossary</i> , and other text features) to the actual parts of a book, in a small group.
Level 3 Developing	Find and identify headings, tables of contents, glossaries, and other text features, with a partner.
Level 4 Expanding	Find and identify headings, tables of contents, glossaries, and other text features, individually.
Level 5 Bridging	Create a flip book demonstrating understanding of headings, tables of contents, glossaries, and other text features.

**CC.1.R.I.6** *Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.*

(No WIDA MPIs developed.)

## Integration of Knowledge and Ideas

**CC.1.R.I.7** *Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.*

Level 1 Entering	Predict what a leveled informational will be about by looking at the illustrations and drawing a picture of the key ideas, with a partner.
Level 2 Emerging	Predict what a leveled informational text will be about by looking at the illustrations and drawing pictures of the key ideas; then listen as the teacher reads the book aloud, and add information to the key ideas pictures that comes from details in the text.
Level 3 Developing	Preview the illustrations of a leveled informational text, in a small group, and list the key ideas in the first column of a two-column graphic organizer; then read the text with a partner and use details to fill in the second column with more information about each key idea.
Level 4 Expanding	Summarize the key ideas of a leveled text, based on information from the illustrations and details.
Level 5 Bridging	Summarize the key ideas of a grade-level text, based on information from the illustrations and details.

**CC.1.R.I.8** *Integration of Knowledge and Ideas: Identify the reasons an author gives to support points in a text.*

(No WIDA MPIs developed.)

**CC.1.R.I.9** *Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).*

Level 1 Entering	Create a Venn diagram to compare and contrast the illustrations in two leveled texts on the same topic, with a partner.
Level 2 Emerging	Create a Venn diagram to compare and contrast the illustrations and text in two leveled texts on the same topic, with a partner.
Level 3 Developing	Create a Venn diagram in a small group, to compare and contrast two leveled texts on the same topic; then discuss the differences and similarities.
Level 4 Expanding	Compare and contrast two leveled texts on same topic, using a Venn diagram, with a partner.
Level 5 Bridging	Compare and contrast two grade-level texts on same topic, using a Venn diagram.

## Range of Reading and Level of Text Complexity

**CC.1.R.L.10** *Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.*

(No WIDA MPIs developed.)