

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 Writing

Text Types and Purposes

CC.1.W.1 *Text Types and Purposes: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.*

Level 1 Entering	Choose a topic or a book to write about in an opinion piece, with a partner; then write the topic or the title of the book.
Level 2 Emerging	Complete simple sentence frames to introduce a topic or a book title and write an opinion about it (e.g., <i>My topic/book is _____. I think the topic/book is ____.</i>)
Level 3 Developing	Discuss a given topic or a book everybody has read, in a small group; share opinions about the topic or book, and reasons for the opinions; then individually, write a short opinion piece that introduces the topic, states an opinion, and gives a reason for the opinion.

Level 4 Expanding	Complete a graphic organizer to plan an opinion piece about a topic or a book (e.g., introduction, opinion, reason, conclusion), with a partner; then write the opinion piece.
Level 5 Bridging	Complete a graphic organizer to plan an opinion piece about a topic or a book (e.g., introduction, opinion, reason, conclusion), individually; then write the opinion piece.

CC.1.W.2 *Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.*

Level 1 Entering	Draw a picture of a given topic (e.g., a flower).
Level 2 Emerging	Label the topic and parts of a drawing, using a word bank (e.g., write <i>stem</i> on the appropriate place on a drawing of the flower).
Level 3 Developing	Complete a sentence frame giving details about a topic, using a word bank, with a partner (e.g., fill in the sentence frame <i>A _____ has _____ to say A flower has leaves</i>).
Level 4 Expanding	Fill in a graphic organizer with facts about a given topic, with a partner; then write a short text naming the topic and supplying some facts about it.
Level 5 Bridging	Fill in a graphic organizer with facts about a given topic, individually; then write a short text naming the topic, supplying some facts about it, and providing closure.

CC.1.W.3 *Text Types and Purposes: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.*

Level 1 Entering	Sequence a set of picture cards to create a narrative, with a partner.
Level 2 Emerging	Sequence a set of picture cards to create a narrative; then describe each picture in a simple written sentence, using the words <i>first</i> , <i>next</i> , and <i>last</i> to describe the sequence.
Level 3 Developing	Create a graphic organizer, in a small group, to show a sequence of events, temporal words to signal event order, and some details about what happened; then write the narrative with a partner.
Level 4 Expanding	Complete a graphic organizer to plan and write a narrative, with a partner, including details about sequential events, temporal words, and closure.
Level 5 Bridging	Complete a graphic organizer to plan and write a narrative, individually, including details about sequential events, temporal words, and closure.

Production and Distribution of Writing

CC.1.W.4 (Begins in grade 3.)

CC.1.W.5 *Production and Distribution of Writing: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.*

(No WIDA MPIs developed.)

CC.1.W.6 *Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.*

(No WIDA MPIs developed.)

Research to Build and Present Knowledge

CC.1.W.7 *Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).*

(No WIDA MPIs developed.)

CC.1.W.8 *Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.*

(No WIDA MPIs developed.)

CC.1.W.9 (Begins in grade 4.)

Range of Writing

CC.1.W.10 (Begins in grade 3.)