

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 10 Model Performance Indicators that Correspond to the Common Core State Standards for Language

Conventions of Standard English

CC.9-10.L.1 ***Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.***

(See MPIs for each specific standard below.)

CC.9-10.L.1a ***Conventions of Standard English: Use parallel structure.***

Level 1 Entering	Identify repeating grammatical structures in given simple sentences, with a partner.
Level 2	Produce simple and compound sentences using parallel structure, using models.

Emerging	
Level 3 Developing	Produce paragraphs using parallel structure and offer simple explanations of how parallel structure enhances the meaning of the written work, using models.
Level 4 Expanding	Produce multiple paragraphs that repeat the same pattern of words at key points in the text; peer-edit the writing for meaning.
Level 5 Bridging	Produce essays reflecting extended use of parallel structure throughout to enhance meaning and to clearly show that two or more ideas have the same level of importance; peer-edit for meaning.

CC.9-10.L.1b ***Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.***

Level 1 Entering	Produce simple subject-verb-complement sentences in which the complement is a prepositional phrase, using word banks of subjects, verbs, and prepositional phrases, with a partner.
Level 2 Emerging	Identify different types of phrases and write multiple sentences using them, with models.
Level 3 Developing	Write and edit paragraphs written by self and others, using a variety of phrases and clauses to enhance meaning.
Level 4 Expanding	Produce multiple paragraphs in which specified phrases and clauses are used effectively to convey meaning.
Level 5 Bridging	Produce and edit essays in which a variety of phrases and clauses are used to convey meaning and add interest.

CC.9-10.L.2 ***Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.***

(See MPIs for each specific standard below.)

CC.9-10.L.2a ***Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.***

Level 1 Entering	Choose closely related independent clauses from a group of sentence strips; copy them, inserting a semicolon between them.
Level 2 Emerging	Choose closely related independent clauses from a group of sentence strips; copy them, inserting a semicolon and a conjunctive adverb (from a list of appropriate adverbs) between them.
Level 3 Developing	Choose an independent clause from a group of sentence strips; copy it, insert a semicolon (and perhaps a conjunctive adverb), and write another closely related independent clause.
Level 4 Expanding	Write an independent clause; exchange it with a partner and add a semicolon (and perhaps a conjunctive adverb) to link the two clauses.
Level 5 Bridging	Use semicolons and conjunctive adverbs to link two or more closely related independent clauses in assigned writing.

CC.9-10.L.2b ***Conventions of Standard English: Use a colon to introduce a list or quotation.***

Level 1 Entering	Organize sentence strips to form a simple text containing a list or quotation, placing sentences and colons in the correct order.
Level 2 Emerging	Insert colons at the appropriate places in simple sentences containing lists or quotations.
Level 3 Developing	Write sentences containing lists or quotations with colons in the appropriate places, from sentence frames (e.g., <i>I need three things: _____. Jefferson wrote: _____.</i>)
Level 4 Expanding	Edit given examples by inserting colons where needed and removing colons where unnecessary.
Level 5 Bridging	Use colons to introduce lists or quotations in assigned writing.

Knowledge of Language

CC.9-10.L.3 ***Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.***

(No WIDA MPIs developed.)

CC.9-10.L.3a ***Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.***

(No WIDA MPIs developed.)

Vocabulary Acquisition and Use

CC.9-10.L.4 ***Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.***

(See MPIs for each specific standard below.)

CC.9-10.L.4a ***Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or***

function in a sentence) as a clue to the meaning of a word or phrase.

Level 1 Entering	Match sets of unknown vocabulary words, pictures, and simple context clues (e.g., match a card with the word <i>birch</i> with a picture of a birch tree and a sentence such as <i>Look at the white birch</i>), in a small group.
Level 2 Emerging	Read a simple sentence containing an unknown word and a context clue; discuss the context clue with a partner; then choose the correct meaning of the word from three choices.
Level 3 Developing	Identify context clues in a text by underlining them, after discussing the text, unknown vocabulary words and the context clues with a partner.
Level 4 Expanding	Share examples of how context clues helped unlock the meaning of specific unknown vocabulary words in a leveled text, with a partner.
Level 5 Bridging	Read a short grade-level paragraph containing an unknown vocabulary word and a context clue; then identify the context clue and write a definition of the unknown word; check the definition in a glossary.

CC.9-10.L.4b Vocabulary Acquisition and Use: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Level 1 Entering	Sort cards containing words with suffixes to show how a suffix can change the meaning of a word (e.g., sort cards of regular verbs into present and past tense to show the meaning of the suffix <i>-d, -ed</i> ; sort present tense verb cards into <i>he/she/it</i> and all other pronouns to show the meaning of the <i>-s</i> ; sort noun cards into possessive or not to show the meaning of <i>-’s</i> or <i>-s’</i>), with a partner.
Level 2 Emerging	Combine root words and suffixes from two lists supplied by the teacher to create a new word with a different part of speech than the root word (e.g., change <i>teach</i> to <i>teacher</i> , <i>sad</i> to <i>sadness</i> , <i>participate</i> to <i>participation</i>).
Level 3 Developing	Identify and use word families (e.g., nouns, adverbs, adjectives that all have the same root) effectively to enhance meaning in writing, using a word bank.
Level 4 Expanding	Identify words with prefixes or suffixes from a short paragraph, and use the prefix/suffix and root to explain their meanings (e.g., students highlight a word such as <i>reread</i> in a paragraph on reading strategies, identify <i>read</i> as the root and <i>re-</i> as the prefix, and explain that it means to read again).
Level 5 Bridging	Read a section of a text at the appropriate reading level, highlighting words with prefixes or suffixes, and explaining orally how the meanings of the prefixes/suffixes and roots help them understand the meaning of the word.

CC.9-10.L.4c Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Level 1 Entering	Match word cards with their pictures, using a picture dictionary.
Level 2 Emerging	Use an English learner’s dictionary to find the meanings of words in a leveled text and then write original sentences using the target vocabulary.
Level 3	Use a thesaurus to find synonyms for a word and rewrite a given sentence using

Developing	the synonym.
Level 4 Expanding	Develop writing by using a thesaurus to find synonyms that enhance the meaning of a sentence through specificity.
Level 5 Bridging	Use dictionaries, glossaries, and thesauruses to find the meaning, pronunciation, or part of speech of words encountered in grade-level text.

CC.9-10.L.4d ***Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).***

Level 1 Entering	Match vocabulary cards with pictures; for any words that are unknown or unsure, check the inferred meaning by using an illustrated English learner dictionary.
Level 2 Emerging	Listen as the teacher reads a loud an illustrated, leveled text, following along with a copy of the text and underlining or highlighting words that are unfamiliar or unknown; then discuss the underlined/highlighted words with a partner to develop a preliminary meaning; check the inferred meaning by using context or an illustrated English learner dictionary to determine the meanings of the words.
Level 3 Developing	Read a leveled text with a partner and list unknown or “not sure” words or phrases from the text; discuss possible meanings of the words with the partner; then verify the meanings using context or a dictionary.
Level 4 Expanding	Read a leveled text individually and list unknown or “not sure” words or phrases from the text; make notes about possible meanings of the words; then verify the meanings using context or a dictionary.
Level 5 Bridging	Use a dictionary or context from the text to verify the meaning of a word or phrase in a grade-level text.

CC.9-10.L.5 ***Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.***

(See MPIs for each specific standard below.)

CC.9-10.L.5a ***Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.***

Level 1 Entering	Draw a satirical cartoon based on a current event in the U.S. or in the country of the student’s origin (e.g., a drawing of North America and Europe with big piles of money on them, and Africa looking like a huge hole in the ground), with a partner.
Level 2 Emerging	Repeat sarcastic phrases (e.g., <i>Yeah, right!</i>) after the teacher says them with the exaggerated intonation of sarcasm; demonstrate understand that the phrases really mean the opposite of what they say by answering very simple yes/no questions (e.g., <i>Does “Yeah, right!” mean “yes”?</i>).
Level 3 Developing	Identify examples of satire and sarcasm in previously read and discussed leveled text, in a small group; discuss the roles of the satire and sarcasm in the text.
Level 4 Expanding	Identify examples of satire and sarcasm in leveled text and analyze their roles in the text, with a partner.
Level 5 Bridging	Identify examples of satire and sarcasm in grade-level text and write a paragraph analyzing their role in the text.

CC.9-10.L.5b Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.

Level 1 Entering	Play a concentration game using pairs of synonyms (e.g., <i>difficult/hard</i> ; <i>old/elderly</i> ; <i>tall/lanky</i>) (all the cards are placed face down; a student choose two; if they match, student keeps the cards and takes another turn; if they don't match, student returns the card to the same place and turn passes to the next student).
Level 2 Emerging	Replace specific words in sentence strips with given synonyms, to enhance meaning (e.g., <i>The math class is fun</i> becomes <i>The math class is interesting</i>).
Level 3 Developing	Compare shades of meaning for synonyms (e.g., <i>gigantic</i> vs. <i>big</i>), choosing sentences to demonstrate knowledge, with visual support.
Level 4 Expanding	Brainstorm synonyms and near-synonyms for common words (e.g., beginning with <i>big</i> , brainstorm <i>large</i> , <i>huge</i> , <i>immense</i> , <i>enormous</i> , <i>gigantic</i> , etc.), in a small group; then sequence the words according to perceived degree of bigness.
Level 5 Bridging	Distinguish among connotations of adjectives by "conjugating adjectives": choose three adjectives with a similar denotation, where one has a positive connotation, one is neutral, and one has a negative connotation, and use them with first, second, and third person singular pronouns (e.g., <i>I am slender</i> ; <i>you are thin</i> ; <i>she is skeletal</i> ; <i>I am frugal</i> ; <i>you are thrifty</i> ; <i>he is cheap</i>).

CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Level 1 Entering	Match pictures of general academic and content-specific vocabulary with the appropriate word cards.
Level 2 Emerging	Label pictures of general academic and content-specific vocabulary by selecting appropriate words from a word bank.
Level 3 Developing	Compare/contrast general academic and content vocabulary, using a graphic support (e.g., Venn diagram, T-chart, story web).
Level 4 Expanding	Paraphrase leveled text, in writing or orally, by using general academic and content-specific vocabulary (e.g., explaining the water cycle using <i>precipitation</i>).
Level 5 Bridging	Distinguish multiple meanings of general academic and content-specific academic vocabulary from the everyday meanings (e.g., <i>table</i>), through an oral report, written paragraph, or project demonstration.