

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
Reading Informational Text**

Key Ideas and Details

CC.9-10.R.I.1 ***Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.***

Level 1 Entering	Label pictures showing information from a leveled text that has been read aloud, using a word/phrase bank.
Level 2 Emerging	Answer simple <i>who, what, when, where</i> questions about an illustrated, leveled informational text; then indicate where in the text the answer was found (e.g., point to a picture, word, or short phrase).
Level 3 Developing	Complete a graphic organizer showing the central ideas of a leveled informational text by filling in textual evidence for each central idea, in a small group.
Level 4 Expanding	Discuss in a small group textual evidence to support what a text says explicitly and inferences drawn from a text; then summarize the discussion in writing.

Level 5 Bridging	Write a short essay analyzing a grade-level informational text, citing evidence to support explicit and inferential statements about the text.
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CC.9-10.R.I.2 *Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

(These MPIs focus on determining central idea and analyzing its development over the course of the text.)

Level 1 Entering	Match pictures from leveled informational text with the title of the text, with a partner.
Level 2 Emerging	Label pictures to identify the central idea of a leveled informational text, using a word/phrase bank; then sequence the pictures to show how the idea develops over the course of the text, with a partner.
Level 3 Developing	Complete a graphic organizer to show the central idea of a leveled informational text, and how the central idea is developed, in a small group.
Level 4 Expanding	Use a completed graphic organizer to write an essay showing the central ideal of a leveled information text, and how the central idea is developed, with a partner.
Level 5 Bridging	Write an essay stating the central idea of a grade-level informational text, and describing how the main idea is developed.

These MPIs focus on summarizing an informational text.)

Level 1 Entering	Read and sequence simple sentences taken from an illustrated leveled informational text, with a partner.
Level 2 Emerging	Highlight central ideas or important information in an illustrated leveled text; then summarize the key ideas orally, with a partner.
Level 3 Developing	Read a leveled paragraph and summarize it orally to a partner; then together, reread the text to check the accuracy of the summary.
Level 4 Expanding	Read a short leveled informational text, discuss it in a small group, and then individually write a summary of the text.
Level 5 Bridging	Read a grade-level informational text and summarize it In writing.

CC.9-10.R.I.3 *Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*

Level 1 Entering	Match pictures from an illustrated leveled informational text that has been read aloud with captions that correspond to the pictures, with a partner; then sequence the pictures in the order in which they occur in the text.
Level 2 Emerging	Complete a web graphic organizer showing connections between ideas or events from a leveled illustrated informational text that has been read aloud, with a partner.
Level 3 Developing	Discuss in a small group how the author of an informational text introduces, develops, and make connections among the ideas or events in the text; then complete a partially filled-in outline of the text, with a partner.
Level 4 Expanding	Discuss with a partner how the author of an informational text introduces, develops, and make connections among the ideas or events in the text; then write a summary of the discussion.

Level 5 Bridging	Analyze in writing how the author of a grade-level informational text introduces, develops, and make connections among the ideas or events in the text.
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Craft and Structure

CC.9-10.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 cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).***

(These MPIs focus on determining the meaning of words and phrases as they are used in a text. Use similar MPIs to assess analysis of the cumulative impact of specific word choices on meaning and tone.)

Level 1 Entering	Select the most appropriate word for a specific context from a vocabulary list of words in varying degrees (e.g., <i>It is 70 degrees outside. Is it warm or hot?</i>), in small groups.
Level 2 Emerging	Listen to short simple sentences containing multiple-meaning words (e.g., <i>The table shows all the factors of four</i>), and draw a picture showing the correct meaning of the word.
Level 3 Developing	Match familiar figurative phrases with pictures showing their figurative meanings (e.g., match <i>He gave his brother a hand</i> with a picture of one boy helping another).
Level 4 Expanding	Write sentences using the same vocabulary for two different contexts (e.g. <i>equals, cells</i>)
Level 5 Bridging	Revise a content-specific reading from a grade-level text so it includes explanations of the meanings of content-specific words, with the help of a dictionary.

CC.9-10.R.I.5 ***Craft and Structure: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).***

(No WIDA MPIs developed.)

CC.9-10.R.I.6 ***Craft and Structure: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.***

Level 1 Entering	Match words and phrases from an illustrated leveled text with a particular purpose of the author (e.g. to tell something; for fun), with a partner.
Level 2 Emerging	Choose the author’s purpose and point of view in an illustrated leveled text using a word bank, with a partner; then explain the choice.
Level 3 Developing	Identify words and phrases in an illustrated leveled text that are related to the author’s purpose and point of view, with a partner.
Level 4 Expanding	Discuss in a small group information related to an author’s purpose and point of view in an informational text; then individually write a paragraph summarizing the discussion.

Level 5 Bridging	Explain orally or in writing how the author's purpose or point of view affects the interpretation of a grade-level text, after class discussion.
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Integration of Knowledge and Ideas

CC.9-10.R.I.7 ***Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.***

Level 1 Entering	Listen to an illustrated leveled text read aloud; then watch a short video on the same subject; draw an idea from each medium, with a partner.
Level 2 Emerging	Match phrases from an illustrated leveled text, provided by the teacher, to pictures from a video, on a group-constructed T Chart.
Level 3 Developing	Complete a Venn diagram comparing and contrasting a leveled book with a video on the same subject, with a partner.
Level 4 Expanding	Cite examples from a leveled text and a video on the same subject to show which details are emphasized in each.
Level 5 Bridging	Write an essay to compare and contrast accounts of the same subject from a grade-level text and from a video, using examples to show which details are emphasized in each account.

CC.9-10.R.I.8 ***Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.***

Level 1 Entering	Identify, from a series of pictures, one picture that shows inaccurate and/or unclear information, with a partner.
Level 2 Emerging	Evaluate short simple sentences with corresponding pictures, to determine whether or not the sentence is relevant and sufficient to represent the picture, with a partner.
Level 3 Developing	Discuss in a small group the arguments and claims in a leveled informational text with respect to the validity of the reasoning and the relevance of the evidence; then complete a graphic organizer showing the points made in the discussion, with a partner.
Level 4 Expanding	Evaluate the arguments and claims in a leveled informational text with respect to the validity of the reasoning and the relevance of the evidence, orally or in writing, using a graphic organizer.
Level 5 Bridging	Evaluate the arguments and claims in a grade-level informational text with respect to the validity of the reasoning and the relevance of the evidence, orally or in writing.

CC.9-10.R.I.9 ***Integration of Knowledge and Ideas: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From***

Birmingham Jail"), including how they address related themes and concepts.

Level 1 Entering	Listen to an illustrated leveled book that explains a seminal U.S. document of significance; then draw pictures of the themes or concepts presented.
Level 2 Emerging	Listen to an illustrated leveled book that explains a seminal U.S. document of significance; then create a concept map of the themes and/or concepts presented in the document, with a partner, and using a word bank.
Level 3 Developing	Listen to an illustrated level book that explains a seminal U.S. document of significance; then complete a graphic organizer to summarize the main ideas of the text, in a small group.
Level 4 Expanding	Read a seminal U.S. document of significance with a partner, paraphrasing each section of the document and discussing the themes or concepts; then compare interpretations with another pair of students.
Level 5 Bridging	Read a seminal U. S. document of significance with a partner, paraphrasing each section of the document and discussing the themes or concepts; then write a summary of the document.

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 grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.***

(No WIDA MPIs developed.)