

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 4 Model Performance Indicators that Correspond to the Common Core State Standards for Reading Informational Text

Key Ideas and Details

CC.4.R.I.1 ***Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.***

(These MPIs focus on explicit information. Use similar MPIs to assess drawing inferences.)

| | |
|-----------------------|--|
| Level 1 Entering | Answer simple oral questions about explicit information from an illustrated, leveled text that has been read aloud, by pointing to pictures. |
| Level 2 Emerging | Answer simple oral questions about explicit information from an illustrated, leveled text that has been read aloud, using short phrases. |
| Level 3 Developing | Answer oral questions about explicit information from a leveled text, by using short sentences, in a small group. |
| Level 4 | Answer oral questions about explicit information from a leveled text, using |

| | |
|---------------------|---|
| Expanding | complete, connected sentences, with a partner. |
| Level 5 Bridging | Answer oral questions about explicit information from a grade-level text, using complete sentences and supporting responses with specific examples from the text. |

CC.4.R.1.2 ***Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.***

(These MPIs focus on main idea and key details; use similar MPIs to assess summarizing a text.)

| | |
|-----------------------|--|
| Level 1 Entering | Identify the main idea of an illustrated, leveled text that has been read aloud by selecting the picture from the text that best shows the main idea. |
| Level 2 Emerging | Identify the main idea of an illustrated, leveled text that has been read aloud by selecting the picture from the text that best shows the main idea; then label the picture. |
| Level 3 Developing | Discuss in a small group the main idea of an illustrated, leveled text that has been read aloud, and how the main idea is supported by key details; then individually write a short summary of the discussion. |
| Level 4 Expanding | Determine the main idea of a leveled text and write a paragraph stating the main idea and giving examples of how it is supported by key details. |
| Level 5 Bridging | Determine the main idea of a grade-level text and explain in writing how it is supported by key details. |

CC.4.R.1.3 ***Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.***

(No WIDA MPIs developed.)

Craft and Structure

CC.4.R.1.4 ***Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.***

(No WIDA MPIs developed.)

CC.4.R.1.5 ***Craft and Structure: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.***

| | |
|---------------------|--|
| Level 1 Entering | Listen as the teacher reads a leveled informational text aloud; then, with a partner and using a list of pictures showing key events, ideas, or concepts, choose the most appropriate overall structure of the text from a list of possible structures that includes icons to help student identify the structures (e.g., a timeline for |
|---------------------|--|

| | |
|-----------------------|---|
| | chronology, a question mark and a smiley face for problem/solution). |
| Level 2 Emerging | Listen as the teacher reads a leveled informational text aloud; then, using a list of key events, ideas, or concepts provided by the teacher (in the native language, or in very simple English), choose the most appropriate overall structure of the text from a list of possible structures, with a partner. |
| Level 3 Developing | Complete a graphic organizer, with a partner, to show the structure of a leveled text; then discuss the graphic organizer with another pair of students and determine the overall structure of the text. |
| Level 4 Expanding | Describe the overall structure of a leveled text orally, using a graphic organizer, with a partner; then individually write a summary of the description. |
| Level 5 Bridging | Describe the overall structure of a grade-level text, in writing, using a graphic organizer as needed. |

CC.4.R.I.6 ***Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.***

| | |
|-----------------------|---|
| Level 1 Entering | Draw pictures of similar information found in two different leveled sources, a firsthand account and a secondhand account; identify similarities and differences by pointing to aspects of the pictures. |
| Level 2 Emerging | Draw and label pictures of similar information found in two different leveled sources, a firsthand account and a secondhand account; identify similarities and differences orally, using short phrases. |
| Level 3 Developing | Discuss in a small group the differences and similarities in focus and information provided in a firsthand account and a secondhand account of the same event or topic; then complete a Venn diagram, individually, to summarize the discussion. |
| Level 4 Expanding | Complete a Venn diagram to compare and contrast differences and similarities in focus and information provided in a firsthand account and a secondhand account of the same event or topic; then write a paragraph summarizing the information on the diagram. |
| Level 5 Bridging | Write a report comparing/contrasting the differences and similarities in focus and information provided in a firsthand account and a secondhand account of the same event or topic. |

Integration of Knowledge and Ideas

CC.4.R.I.7 ***Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.***

(No WIDA MPIs developed.)

CC.4.R.I.8 ***Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.***

| | |
|---------------------|---|
| Level 1 Entering | Point to pictures in an illustrated, leveled text that has been read aloud, in response to simple teacher questions about how an author supports particular |
|---------------------|---|

| | |
|-----------------------|--|
| | points in a text. |
| Level 2 Emerging | Use short phrases to respond to teacher questions about how an author supports particular points in an illustrated, leveled text that has been read aloud. |
| Level 3 Developing | Discuss in a small group how an author uses reasons and evidence to support particular points in a text; then individually choose one of the points discussed and write a sentence describing how the author uses reasons and evidence to support the point. |
| Level 4 Expanding | Choose a particular point from a leveled text and write a paragraph explaining how the author uses reasons and evidence to support the point. |
| Level 5 Bridging | Choose a particular point from a grade-level text and write a paragraph explaining how the author uses reasons and evidence to support the point. |

CC.4.R.I.9 ***Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.***

| | |
|-----------------------|---|
| Level 1 Entering | Draw a picture of similar information found in two different sources (e.g., a desert food chain and a forest food chain.) |
| Level 2 Emerging | Draw a picture of similar information found in two different sources, and label the parts that are the same (e.g., a desert food chain and a forest food chain, with similar plants and animals labeled). |
| Level 3 Developing | Compare/contrast information on the same topic from two different sources, using a graphic organizer, with a partner. |
| Level 4 Expanding | Report on a specific topic, orally or in writing, using information from two different leveled sources. |
| Level 5 Bridging | Report on a specific topic, orally or in writing, using information from two different grade-level sources. |

Range of Reading and Level of Text Complexity

CC.6.R.I.10 ***Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–6 text complexity band proficiently, with scaffolding as needed at the high end of the range.***

(No WIDA MPIs developed.)