

Correspondence of WIDA ELD 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 language development standards and assessments.
- 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.

Format of the documents:

- The WIDA English Language Development Standards consist of Model Performance Indicators (MPIs) at five difference levels of language proficiency.
- Each MPI suggests a task that students at a particular level of language proficiency should be able to do in a particular language domain (listening, speaking, reading, writing) to show achievement of a particular subject area standard.
- These documents consist of five WIDA-style MPIs (one for each of five language proficiency levels) that correspond to selected Common Core State Standards.

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 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 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 their records or from their ESOL teacher).
- It is assumed that the skills and concepts 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.

Grades 6–8 Model Performance Indicators that Correspond to the Common Core State Standards for Literacy in History/Social Studies

Key Ideas and Details

CC.6-8.R.H.1 ***Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources.***

Level 1 Entering	Chose words from a word bank to answer very simple teacher questions about an illustrated and leveled history or social studies text that has been read aloud.
Level 2 Emerging	Answer simple <i>who, what, when, where</i> questions about a leveled history or social studies text that has been read aloud, using words and phrases from the text.
Level 3 Developing	Answer simple <i>who, what, when, where</i> questions about a leveled history or social studies text that has been read aloud, using information from the text.
Level 4 Expanding	Discuss with a partner the information in a history or social studies text; then write a paragraph analyzing that information, citing specific evidence from the text.
Level 5 Bridging	Write an analysis of the information in a grade-level history or social studies text, citing specific evidence from the text.

CC.6-8.R.H.2 **Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.**

(These MPIs focus on determining central ideas or information.)

Level 1 Entering	Select pictures from an illustrated leveled history or social studies text that has been read aloud, to show the central ideas or information of the text.
Level 2 Emerging	Label pictures to identify the central ideas or information of a leveled history or social studies text that has been read aloud, using a word/phrase bank.
Level 3 Developing	Complete a graphic organizer to identify the central ideas or information of a leveled history or social studies text; then orally restate the information on the graphic organizer, with a partner.
Level 4 Expanding	Determine the central ideas or information of a leveled history or social studies text; then record them on a graphic organizer.
Level 5 Bridging	Determine the central ideas or information of a grade-level history or social studies text; then write a paragraph stating what those ideas are.

(These MPIs focus on summarizing.)

Level 1 Entering	Select the picture that best summarizes the ideas in a leveled history or social studies passage that has been read aloud and discussed.
Level 2 Emerging	Create a summary of a leveled history or social studies passage, after hearing it read aloud and discussed, in a small group.
Level 3 Developing	Discuss in a small group whether or not a summary of a leveled history or social studies passage provided by the teacher includes personal opinions or judgments.
Level 4 Expanding	Self-edit a summary of a history or social studies text to identify and delete personal opinions or judgments.
Level 5 Bridging	Write a summary of a grade-level history or social studies text, distinct from personal opinions or judgments.

CC.6-8.R.H.3 **Key Ideas and Details: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).**

(No WIDA MPIs developed.)

Craft and Structure

CC.6-8.R.H.4 **Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.**

Level 1 Entering	Match spoken history/social studies vocabulary with word cards (e.g., <i>agriculture, industry, voting</i>).
Level 2 Emerging	Label a diagram using history/social studies vocabulary by selecting appropriate words from a word bank (e.g., <i>executive, legislative, judicial</i> branches of U.S. government).
Level 3 Developing	Distinguish the use of history/social studies vocabulary words in various contexts (e.g., <i>branch</i> of government vs. <i>branch</i> of a tree), using illustrations, in a small

	group discussion.
Level 4 Expanding	Select appropriate history/social studies vocabulary to complete a cloze activity, using text and a dictionary.
Level 5 Bridging	Determine the meaning of history/social studies words and phrases as they are used in a text, using context clues, glossaries, or dictionaries.

CC.6-8.R.H.5 *Craft and Structure: Describe how a text presents information (e.g., sequentially, comparatively, causally).*

Level 1 Entering	Identify the text structure (e.g., sequence, comparison, cause/effect) of a leveled, illustrated history or social studies text that has been read aloud and discussed, by choosing the correct graphic organizer showing the text structure, with a partner.
Level 2 Emerging	Identify the text structure (e.g., sequence, comparison, cause/effect) of a leveled, illustrated history or social studies text that has been read aloud, by choosing the correct graphic organizer showing the text structure, and describing the text structure using short, simple phrase (e.g., <i>Sequence: first one thing, then another thing.</i>), with a partner.
Level 3 Developing	Discuss with a partner whether the structure of a leveled history or social studies text is sequential, comparative, or causal; then choose an appropriate graphic organizer for the chosen text structure and complete it.
Level 4 Expanding	Write a paragraph analyzing the text structure of a leveled informational text, including examples from the text, using a graphic organizer.
Level 5 Bridging	Describe how a grade-level history or social studies text presents information (e.g., sequentially, comparatively, causally), including supporting information from the text.

CC.6-8.R.H.6 *Craft and Structure: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).*

(No WIDA MPIs developed.)

Integration of Knowledge and Ideas

CC.6-8.R.H.7 *Integration of Knowledge and Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.*

Level 1 Entering	Choose pictures to illustrate a very simple leveled history/social studies text that has been read and discussed, and determine where in the text to insert the pictures, with a partner.
Level 2 Emerging	Create models showing history/social studies concepts (e.g., landforms such as <i>mountain, valley, hill, plain</i>), using information from illustrated leveled text and from the Internet, with a partner.
Level 3 Developing	Make and present a poster about a history/social studies topic (e.g., causes of the American Civil War), including visual information and textual information, in a small group.

Level 4 Expanding	Prepare and present to the class a report relating to a history or social studies unit studied in class, integrating visual and textual information, with a partner.
Level 5 Bridging	Produce a history or social studies report that integrates visual and textual information from different media or formats, citing information as appropriate.

CC.6-8.R.H.8 *Integration of Knowledge and Ideas: Distinguish among fact, opinion, and reasoned judgment in a text*

Level 1 Entering	Sort pictures or words related to a history/social studies text by whether they represent facts or opinions, with a partner.
Level 2 Emerging	List two facts and two opinions from a leveled history/social studies text that has been read aloud, in a small group.
Level 3 Developing	Discuss in a small group whether claims made in a leveled history/social studies text are facts, opinions, or reasoned judgment; record the results of the discussion on a three-column graphic organizer.
Level 4 Expanding	Complete a three-column graphic organizer, with a partner, to show whether claims made in a history/social studies are facts, opinions, or reasoned judgment.
Level 5 Bridging	List claims made in grade-level history/social studies text; indicate whether each claim is a fact, an opinion, or a reasoned judgment.

CC.6-8.R.H.9 *Integration of Knowledge and Ideas: Analyze the relationship between a primary and secondary source on the same topic.*

(No WIDA MPIs developed.)

Range of Reading and Level of Text Complexity

CC.6-8.R.H.10 *Range of Reading and Level of Text Complexity: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.*

(No WIDA MPIs developed.)