

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 6 Model Performance Indicators that Correspond to the Common Core State Standards for Writing

Text Types and Purposes

CC.6.W.1 ***Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.***

(See specific MPIs below.)

CC.6.W.1a ***Text Types and Purposes: Introduce claim(s) and organize the reasons and evidence clearly.***

Level 1 Entering	Sort pictures showing evidence that either supports or doesn't support a simple claim given by the teacher (e.g., <i>Earth is warming</i>), with a partner.
Level 2 Emerging	Match simply written claims about particular topics with reasons and evidence that support those claims, with a partner.
Level 3 Developing	Discuss in a small group reasons and evidence that would support a specific claim; then with a partner write simple sentences to introduce the claim and describe the reasons and evidence clearly.
Level 4 Expanding	Create a two-column graphic organizer showing a specific claim and reasons and evidence that support the claim, with a partner; then individually write a paragraph

	including an introductory sentence that presents the claim(s) and supporting sentences that organize the reasons and evidence clearly.
Level 5 Bridging	Write a report that includes an introduction of the claim(s) and well-organized reasons and clear evidence for those claims.

CC.6.W.1b ***Text Types and Purposes: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.***

Level 1 Entering	Locate pictures that support a simple claim given by the teacher (e.g., <i>Earth is warming</i>), with a partner.
Level 2 Emerging	Write short captions for pictures that support a simple claim given by the teacher (e.g., <i>Earth is warming</i>), using a word bank.
Level 3 Developing	Write short sentences that support a simple claim given by the teacher (e.g., <i>The Earth is getting warmer</i>), using a word/phrase bank.
Level 4 Expanding	Write a variety of sentences that support a claim, based on credible sources and understanding of the topic, using reference materials.
Level 5 Bridging	Provide clear reasons and relevant evidence (e.g., credible sources, understanding of the topic) to support claims made when writing informational text.

CC.6.W.1c ***Text Types and Purposes: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.***

(No WIDA MPIs developed.)

CC.6.W.1d ***Text Types and Purposes: Establish and maintain a formal style.***

(No WIDA MPIs developed.)

CC.6.W.1e ***Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.***

Level 1 Entering	Listen as the teacher presents a visually supported argument in very simple English; then draw pictures to show a conclusion to follow the argument.
Level 2 Emerging	Listen as the teacher presents a visually supported argument in simple English; then write simple phrases or short sentences to form a concluding statement.
Level 3 Developing	Listen as the teacher presents an argument in simple English; then discuss possible concluding statements with a partner.
Level 4 Expanding	Provide a concluding statement or section that follows from an argument, with a partner.
Level 5 Bridging	Provide a concluding statement or section that follows from an argument, individually.

CC.6.W.2 ***Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.***

(See MPIs for each specific standard below.)

CC.6.W.2a

Text Types and Purposes: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

(These MPIs focus on introducing topic. Use similar MPIs to assess inclusion of formatting and/or graphics.)

Level 1 Entering	Choose captions for pictures depicting topics for informational writing, from a word bank.
Level 2 Emerging	Write a simple sentence to establish an appropriate topic that relates to a theme presented by the teacher.
Level 3 Developing	Discuss different possible ways of introducing a topic presented by the teacher, in a small group; then individually write a topic sentence.
Level 4 Expanding	Write a topic sentence for a paragraph about a particular topic, with a partner.
Level 5 Bridging	Write a topic sentence for a paragraph about a particular topic, individually.

(These MPIs focus on organizational strategies.)

Level 1 Entering	Arrange a group of informational pictures provided by the teacher in sequential order.
Level 2 Emerging	Create a Venn diagram comparing and contrasting information with a partner (e.g. Christmas and Chanukah).
Level 3 Developing	Show cause/effect connections among facts and ideas by completing a graphic organizer, with a partner.
Level 4 Expanding	Produce a piece of writing explaining a given concept through definition and/or classification, with a partner.
Level 5 Bridging	Produce a short essay with an appropriate focus and organizational structure.

CC.6.W.2b

Text Types and Purposes: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Level 1 Entering	Draw or find pictures and choose words from a word bank to provide details about a chosen topic, with a partner.
Level 2 Emerging	Write short captions for pictures that show the important facts and details about a given topic, with a partner.
Level 3 Developing	Write simple sentences to provide facts, definitions, details, or quotations about a chosen topic, using illustrated leveled text (e.g., after reading an illustrated book describing the Day of the Dead celebration in Mexico, student writes <i>We use sugar to make candy skulls</i>).
Level 4 Expanding	Brainstorm in a small group a list of facts, definitions, and details; then individually choose appropriate information from the list and use it to write an informative/explanatory piece.
Level 5 Bridging	Write an informative/explanatory piece that includes appropriate facts, definitions, details, and/or quotations about a specific topic.

CC.6.W.2c

Text Types and Purposes: Use appropriate transitions to clarify the relationships among ideas and concepts.

Level 1 Entering	Sequence pictures showing events or ideas from a leveled text that has been read aloud; then choose from a word bank appropriate transition words to go between the pictures, with a partner.
Level 2 Emerging	Sequence sentence strips from a simple summary of a leveled text (written by the teacher); add appropriate transition words from a word bank as needed.
Level 3 Developing	Complete a graphic organizer about a topic given by the teacher, with a partner; then write a short report about the topic from the organizer, individually, including appropriate transitions.
Level 4 Expanding	Write a short report about a topic given by the teacher, omitting transitions; exchange papers with a partner and add appropriate transitions to the partner's paper.
Level 5 Bridging	Write a short report about a topic given by the teacher, including appropriate transitions.

CC.6.W.2d ***Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.***

Level 1 Entering	Match spoken domain-specific vocabulary with word cards (e.g., <i>cloud, snow, rain</i>).
Level 2 Beginning	Label a diagram using domain-specific vocabulary by selecting appropriate words from a word bank (e.g., <i>magma, lava, ash</i> in a volcano).
Level 3 Developing	Distinguish the use of vocabulary words in various contexts (e.g., <i>table</i> in math or science class vs. <i>table</i> in a house), using illustrations and in group discussion
Level 4 Expanding	Select appropriate vocabulary to complete a cloze activity, using text and a dictionary.
Level 5 Bridging	Select the most precise word from a multiple-choice item in response to a text (e.g., select <i>survive</i> for <i>live</i>).

CC.6.W.2.e ***Text Types and Purposes: Establish and maintain a formal style.***

(No WIDA MPIs developed.)

CC.6.W.2.f ***Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented.***

Level 1 Entering	Sequence pictures showing events or ideas from a leveled text lacking a conclusion that has been read aloud; then draw a picture to show an appropriate conclusion.
Level 2 Emerging	Sequence sentence strips from a simple summary of a leveled text lacking a conclusion (written by the teacher); then write a very simple conclusion, using a word bank.
Level 3 Developing	Complete a graphic organizer about a topic given by the teacher, with a partner; then write a short report about the topic from the organizer, individually, including a concluding statement.
Level 4 Expanding	Write a short report about a topic given by the teacher, omitting the conclusion; exchange papers with a partner and add a concluding statement to the partner's paper.
Level 5 Bridging	Write a short report about a topic given by the teacher, including a concluding statement.

CC.6.W.3 *Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.*

(See MPIs for each specific standard below.)

CC.6.W.3.a *Text Types and Purposes: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.*

Level 1 Entering	Draw pictures to establish the context, introduce the narrator/characters, and organize an event sequence for a narrative of real or imagined events.
Level 2 Emerging	Draw and label pictures to establish the context, introduce the narrator/characters, and organize an event sequence for a narrative of real or imagined events.
Level 3 Developing	Brainstorm words, in a small group, to describe the context, introduce the narrator/characters, and organize an event sequence for a narrative of real or imagined events; then individually write drafts using the brainstormed words.
Level 4 Expanding	Complete a graphic organizer to show information that establishes the context, introduces the narrator/characters, and organizes an event sequence for a narrative of real or imagined events.
Level 5 Bridging	Write a paragraph using a graphic organizer to show information that establishes the context, introduces the narrator/characters, and organizes an event sequence for a narrative of real or imagined events.

CC.6.W.3.b *Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*

(These MPIs focus on developing dialogue. Use similar MPIs to assess pacing and description.)

Level 1 Entering	Brainstorm a simple dialogue for characters in an illustration, in a small group; record the dialogue on chart paper, with teacher assistance.
Level 2 Emerging	Write a short dialogue exchange between two characters, using a word bank, with a partner (e.g., students draw a three frame comic strip and insert words related to create a portion of a story).
Level 3 Developing	Identify, in a piece of personal writing, where dialogue could be added to advance the story line; then rewrite the story, adding the dialogue, with teacher support.
Level 4 Expanding	Write an original scene of a climatic event, including dialogue, in a small group, and perform the scene for the class.
Level 5 Bridging	Produce a short story that uses character dialogue to advance the plot, working with a partner to check the flow of the dialogue.

CC.6.W.3.c *Text Types and Purposes: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.*

Level 1 Entering	Sequence pictures using key transition words (e.g., <i>before, after, first, second, then, next, last</i>), with a partner
Level 2	Choose the correct transition word in a given sentence (e.g., <i>Joe got dressed</i>

Emerging	before/after <i>he took a shower</i>).
Level 3 Developing	Complete a cloze passage with appropriate transition words, using a word bank.
Level 4 Expanding	Write a paragraph with correct time transitions, using a graphic organizer or story map.
Level 5 Bridging	Revise a narrative to include transition words and phrases to convey sequence and signal shifts in time.

CC.6.W.3.d ***Text Types and Purposes: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.***

Level 1 Entering	Label pictures with descriptive details from a word bank.
Level 2 Emerging	Create a list of sensory language related to a given topic, in a small group (e.g., for the topic winter, sensory language could include <i>cold, snowy, icy, dark</i> , etc.).
Level 3 Developing	Complete sentences using sensory language (e.g., <i>Winter feels like _____</i> . <i>Winter tastes like _____</i>).
Level 4 Expanding	Self-edit a piece of writing to add more precise words, descriptive details, and sensory language.
Level 5 Bridging	Plan and write an advanced storyline that includes precise words and phrases, descriptive details, and sensory language, with the help of graphic organizers.

CC.6.W.3.e ***Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.***

Level 1 Entering	Draw an appropriate picture to provide a conclusion to a sequence of pictures that tell a story without a conclusion.
Level 2 Beginning	Provide a concluding picture, labeled with a simple sentence, to complete a set of simply labeled pictures that tell a story without a conclusion.
Level 3 Developing	Brainstorm possible conclusions for a short leveled narrative from which the conclusion has been omitted, in a small group; then individually choose one of the brainstormed conclusions and write it out.
Level 4 Expanding	Write an appropriate conclusion to a short grade-level narrative from which the conclusion has been omitted, with a partner.
Level 5 Bridging	Write an appropriate conclusion to a short grade-level narrative from which the conclusion has been omitted.

Production and Distribution of Writing

CC.6.W.4 ***Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)***

(No WIDA MPIs developed.)

CC.6.W.5 ***Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)***

(No WIDA MPIs developed.)

CC.6.W.6 ***Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.***

(No WIDA MPIs developed.)

Research to Build and Present Knowledge

CC.6.W.7 ***Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.***

(No WIDA MPIs developed.)

CC.6.W.8 ***Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.***

(No WIDA MPIs developed.)

CC.6.W.9. ***Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.***

(See MPIs for each specific standard below.)

CC.6.W.9.a ***Research to Build and Present Knowledge: Apply grade 6 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).***

(No WIDA MPIs developed.)

CC.6.W.9b

Research to Build and Present Knowledge: Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

(No WIDA MPIs developed.)

Range of Writing

CC.6.W.10

Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(No WIDA MPIs developed.)