

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 Reading Literature

Key Ideas and Details

CC.6.R.L.1 ***Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.***

(These MPIs focus on what the text says explicitly.)

Level 1 Entering	Identify <i>who</i> , <i>where</i> , and <i>when</i> from illustrations in a leveled text, following multi-sensory presentation of the story.
Level 2 Emerging	Sequence events by arranging pictures or by using <i>before</i> and <i>after</i> , in pairs.
Level 3 Developing	Describe a character in a leveled text by recording adjectives and events from the plot on a graphic organizer and writing a character description, with a partner; present the character description to another pair orally, and have the other pair identify the character.

Level 4 Expanding	Explain the initial problem or conflict and how it is resolved after reading and discussing a story in a cooperative group.
Level 5 Bridging	Compare and contrast the same character at the beginning and at the end of story, after group discussion and using a Venn diagram (e.g., Travis in <i>Old Yeller</i>).

(These MPIs focus on inferences.)

Level 1 Entering	Match pictures of causes with pictures of corresponding effects, with teacher modeling.
Level 2 Emerging	Say or write short sentences using conjunctions (e.g., <i>because, so, then</i>) to describe cause and effect, using a summary and with a partner.
Level 3 Developing	Select adjectives from a word bank showing emotions that describe the character's reaction to conflict in a leveled text.
Level 4 Expanding	Create a picture that explores a conflict in the text, showing possible causes and effects; then present the picture to the class or to a small group.
Level 5 Bridging	Write a short essay making inferences about the effect of setting on events (e.g., how the setting affects the hero in <i>Hatchet</i>).

CC.6.R.L.2 ***Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.***

(These MPIs focus on determining theme or central idea.)

Level 1 Entering	Draw a picture showing the author's theme from a simple illustrated story that has been read aloud and discussed; then label the picture, using a word bank.
Level 2 Emerging	Answer <i>Wh-</i> questions relating to the author's theme or central idea, following a reading aloud and group discussion.
Level 3 Developing	Discuss the author's theme or central idea in a small group, citing examples from the story.
Level 4 Expanding	Discuss the author's theme or central idea with a partner; then write a letter to a friend recommending a book and summarizing the author's central idea.
Level 5 Bridging	Write a paragraph, create a power point, or write a blog identifying the author's theme or central idea.

(These MPIs focus on summarizing.)

Level 1 Entering	Sequence pictures of events from a leveled story that has been read aloud.
Level 2 Emerging	Create a storyboard and label the pictures to retell a story from a leveled text; then retell the story aloud to a partner.
Level 3 Developing	List the events from a leveled text, with a partner; then use the list to give an oral summary of the story.
Level 4 Expanding	Complete a two-column chart showing main events and details from a story; then use the chart to write a brief summary of the story
Level 5 Bridging	Retell a folktale by paraphrasing, including plot and key ideas.

CC.6.R.L.3 ***Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the***

characters respond or change as the plot moves toward a resolution.

Level 1 Entering	Sequence a set of picture cards showing episodes from a leveled story that has been read aloud and discussed, with a partner.
Level 2 Emerging	Say or write short sentences to label sequential pictures showing episodes from a leveled story that has been read aloud and discussed, with a partner.
Level 3 Developing	Select adjectives from a word bank showing emotions that describe a character's reaction to conflict in the plot in a leveled text that has been read and discussed.
Level 4 Expanding	Describe a character at different points in the plot of a leveled text by recording adjectives and events from different episodes of the plot on a graphic organizer, in a small group; then discuss how the characters change as the plot unfolds.
Level 5 Bridging	Describe a character at different points in the plot of a leveled text by recording adjectives and events from different episodes of the plot on a graphic organizer, in a small group; then individually write a short essay describing how the characters change as the plot unfolds.

Craft and Structure

CC.6.R.L.4 ***Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.***

Level 1 Entering	Identify similes from selected texts that have been presented in a multisensory manner, and draw pictures to illustrate their meanings.
Level 2 Emerging	Act out or draw the meaning of images from poetry that has been read aloud, with a partner.
Level 3 Developing	Distinguish exaggeration in selected text in pairs, after hearing a story read aloud.
Level 4 Expanding	Identify adjectives or verbs with connotative meanings, in a small group.
Level 5 Bridging	Discuss with a partner how specific choices of words in a literary text affect the meaning and tone of the text.

CC.6.R.L.5 ***Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.***

(No WIDA MPIs developed.)

CC.6.R.L.6 ***Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.***

(No WIDA MPIs developed.)

Integration of Knowledge and Ideas

CC.6.R.L.7 ***Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.***

(No WIDA MPIs developed.)

CC.6.R.L.8 (Not applicable to literature.)

CC.6.R.L.9 ***Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.***

(No WIDA MPIs developed.)

Range of Reading and Level of Text Complexity

CC.6.R.L.10 ***Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.***

(No WIDA MPIs developed.)