

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 9–10 Model Performance Indicators that Correspond to the Common Core State Standards for Literacy in History/Social Studies

Key Ideas and Details

CC.9-10.R.H.1 *Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.*

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| Level 1 Entering | Label pictures connected to the main idea of an illustrated leveled history/social studies 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 history/social studies 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 history/social studies 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 history/social studies 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 history/social studies text, citing evidence to support explicit and inferential statements about the text. |

CC.9-10.R.H.2 Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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

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| Level 1 Entering | Match pictures from a leveled history/social studies text with the title of the text, with a partner. |
| Level 2 Emerging | Label pictures to identify the central idea of a leveled history/social studies 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 history/social studies 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 history/social studies 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 history/social studies text, and describing how the main idea is developed. |

These MPIs focus on summarizing a history/social studies text.)

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| Level 1 Entering | Read and sequence simple sentences taken from an illustrated leveled history/social studies text, with a partner. |
| Level 2 Emerging | Highlight central ideas or important information from a visually supported leveled history/social studies text; then summarize the key ideas orally, with a partner. |
| Level 3 Developing | Read a leveled history/social studies 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 history/social studies text, discuss it in a small group, and then individually write a summary of the text. |
| Level 5 Bridging | Read a grade-level history/social studies text and summarize it in writing. |

CC.9-10.R.H.3 Key Ideas and Details: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

(These MPIs focus on analyzing a series of events from a text; use similar MPIs to assess whether earlier events caused or simply preceded later ones.)

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| Level 1 Entering | Match pictures from an illustrated leveled history/social text that has been read aloud with captions that correspond to the pictures; 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 history/social text that has been read aloud, with a partner. |
| Level 3 Developing | Discuss in a small group how the author of a history/social 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 a history/social text introduces, develops, and make connections among the ideas or events in the text; then write a summary of the discussion. |
| Level 5 | Analyze in writing how the author of a grade-level history/social text introduces, |

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| Bridging | develops, and make connections among the ideas or events in the text. |
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Craft and Structure

CC.9-10.R.H.4 *Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.*

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| Level 1 Entering | Listen to an illustrated leveled history/social studies text and to the teacher's discussion of the text; then match pictures from the text with word cards showing particular political, social, or economic vocabulary. |
| Level 2 Emerging | Listen to an illustrated leveled history/social studies text and to the teacher's discussion of the text; then determine the meanings of specific words from the text, using pictures, context, and a bilingual dictionary. |
| Level 3 Developing | Read an illustrated leveled history/social studies text with a partner; then choose unknown words from the text and determine their meanings, using pictures, context, and a bilingual dictionary. |
| Level 4 Expanding | Read a leveled history/social studies text and use pictures, context, and a bilingual dictionary to verify or determine the meanings of unknown words. |
| Level 5 Bridging | Read a grade-level history/social studies text and use pictures, context, and a bilingual dictionary to verify or determine the meanings of unknown words. |

CC.9-10.R.H.5 *Craft and Structure: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.*

(No WIDA MPIs developed.)

CC.9-10.R.H.6 *Craft and Structure: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.*

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| Level 1 Entering | Listen to two illustrated leveled texts on the same or similar topics as they are read aloud and discussed; then compare the texts by identifying pictures from the two texts as similar or different, with a partner. |
| Level 2 Emerging | Listen to two illustrated leveled texts on the same or similar topics as they are read aloud and discussed; then compare the texts by choosing details that are similar in both texts from a word bank, and then choosing details that are different. |
| Level 3 Developing | Discuss in a small group details from two illustrated leveled texts on the same or similar topics that have been read and discussed previously; then individually complete a Venn diagram identifying which details are similar and which are different. |
| Level 4 Expanding | Compare the point of view of two leveled scientific or technical texts for how the authors treat similar topics, by completing a Venn diagram showing differences and similarities in which details are included and emphasized. |
| Level 5 Bridging | Compare the point of view of two grade-level scientific or technical texts for how the authors treat similar topics, by completing a Venn diagram showing differences |

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| | and similarities in which details are included and emphasized. |
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Integration of Knowledge and Ideas

CC.9-10.R.H.7 *Integration of Knowledge and Ideas: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.*

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| Level 1 Entering | Match cards showing words or short phrases from an illustrated leveled history/social studies text with pictures from the text, with a partner. |
| Level 2 Emerging | Match visual quantitative information (e.g., charts, research data) with leveled paragraphs giving the corresponding qualitative analysis, with a partner. |
| Level 3 Developing | Discuss in a small group how quantitative or technical analysis (e.g., charts, research data) could be integrated into a previously read qualitative analysis in a print or digital text. |
| Level 4 Expanding | Read a leveled scientific or technical text (print or digital), with quantitative analysis but no visuals; create charts or tables of research data and integrate them into the text. |
| Level 5 Bridging | Write a history/social studies report that integrates quantitative or technical analysis (e.g., charts, research data) with qualitative analysis. |

CC.9-10.R.H.8 *Integration of Knowledge and Ideas: Assess the extent to which the reasoning and evidence in a text support the author's claims.*

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| Level 1 Entering | Identify, from a series of pictures related to a history or social studies topic, one picture that shows inaccurate and/or unclear information, with a partner. |
| Level 2 Emerging | Listen as the teacher reads and discusses an illustrated leveled history/social studies text; then, using simple lists of the author's claims and the evidence supporting them (provided by the teacher), determine whether each claim is well supported, somewhat supported, or not supported, with a partner. |
| Level 3 Developing | Discuss in a small group the extent to which the reasoning and evidence in a leveled history/social studies text support the author's claims; then individually write a summary of the discussion. |
| Level 4 Expanding | Write an essay assessing the extent to which the reasoning and evidence in a leveled history/social studies text support the author's claims. |
| Level 5 Bridging | Write an essay assessing the extent to which the reasoning and evidence in a grade-level history/social studies text support the author's claims. |

CC.9-10.R.H.9 *Integration of Knowledge and Ideas: Compare and contrast treatments of the same topic in several primary and secondary sources.*

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| Level 1 Entering | Listen as several illustrated leveled texts on the same topic are read aloud and discussed; then identify whether a particular treatment in the texts is the same or different across texts (e.g., given pictures showing similar aspects of the topic from several different texts, student identifies those that are the same and those that are different). |
| Level 2 | Listen as several illustrated leveled texts on the same topic are read aloud and |

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| Emerging | discussed; then compare and contrast the texts by completing a partially filled-in Venn diagram with multiple overlapping circles. |
| Level 3 Developing | Discuss in a small group how several different leveled primary and secondary sources treat the same topic; then individually complete a Venn diagram with multiple overlapping circles to show the similarities and differences. |
| Level 4 Expanding | Write an essay comparing and contrasting how several different leveled primary and secondary sources treat the same topic, using a Venn diagram with multiple overlapping circles. |
| Level 5 Bridging | Write an essay comparing and contrasting how several different grade-level primary and secondary sources treat the same topic. |

Range of Reading and Level of Text Complexity

CC.9-10.R.H.10 Range of Reading and Level of Text Complexity: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

(No WIDA MPIs developed.)