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 Writing in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

CC.9-10.W.HST.1 *Text Types and Purposes: Write arguments focused on discipline-specific content.*

(See MPIs for each specific standard below.)

CC.9-10.W.HST.1a *Text Types and Purposes: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.*

| Level 1 | Match pictures illustrating possible claims with simple sentences that support them; |

Entering	then place the sentences in order, with a partner.
Level 2 Beginning	Sort given sentence strips into two groups depending upon the claim they support; then select the topic sentence for each group from a list of topic sentences, and re-write the sentence strips into two short paragraphs, with a partner.
Level 3 Developing	Read a short text and identify the different claims presented; then select an appropriate topic sentence to introduce the contrasting claims, from a sentence bank.
Level 4 Expanding	Examine a short text for differing claims; then separate the claims and write a topic sentence and transition sentence to introduce opposing views; build the sentences into a compare/contrast paragraph, in a small group.
Level 5 Bridging	Examine a short text for differing claims; then separate the claims and write a topic sentence and transition sentence to introduce opposing views; build the sentences into a compare/contrast paragraph, using evidence from the text to substantiate the different claims.

CC.9-10.W.HST.1b *Text Types and Purposes: Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.*

Level 1 Entering	Group picture cards into threes to show a claim, the arguments for the claim, and the arguments against the claim; then support the arguments with short phrases from a phrase bank, with a partner.
Level 2 Beginning	Divide pictures from a short, visually supported leveled text into two columns to show different claims; discuss with a partner a point for and a point against each claim.
Level 3 Developing	Identify two different claims from a short leveled text, with a partner; then use sentence strips to provide arguments for and against each claim, and write a compare/contrast paragraph for each claim.
Level 4 Expanding	Identify a claim and counterclaim from a short leveled history, science, or technical text, and list them on a T-chart; then write a paragraph to explain the claim and counterclaim, using specific vocabulary to identify strengths and limitations, in a discipline-appropriate form.
Level 5 Bridging	Identify a claim and counterclaim from a short grade-level history, science, or technical text, and list them on a T-chart; then write a paragraph to explain the claim and counterclaim, using specific vocabulary to identify strengths and limitations, in a discipline-appropriate form.

CC.9-10.W.HST.1c *Text Types and Purposes: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*

Level 1 Entering	Identify the beginning, middle and end of a history, science, or technical text; then sequence simple sentence strips to summarize the text, with a partner.
Level 2 Beginning	Write a report on a history, science, or technical topic, using sentence banks and transition words, in small groups or with a partner,.
Level 3	Select sentence strips (from a sentence strip bank) that identify claims, reasons,

Developing	evidence, and counterclaims from a given history, science, or technical text, in a small group; then add transition word cards to clarify meanings and to identify the relationships given in the text (e.g., to show claim/reason, claim/counterclaim, etc.).
Level 4 Expanding	Identify examples from a given history, science, or technical text of a claim and a reason, a reason and evidence, and a claim and a counterclaim; identify the transition words or phrases that signal these relationships; then write original sentences using the given words and phrases.
Level 5 Bridging	Write a cohesive report about a given incident (e.g., differing opinions of why the Titanic sank), clearly showing the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

CC.9-10.W.HST.1d *Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*

(No WIDA MPIs developed.)

CC.9-10.W.HST.1e *Text Types and Purposes: Provide a concluding statement or section that follows from or supports the argument presented.*

(No WIDA MPIs developed.)

CC.9-10.W.HST.2 *Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.*

(See MPIs for each specific standard below.)

CC.9-10.W.HST.2a *Text Types and Purposes: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*

(These MPIs focus on introducing a topic and organizing information. Use similar MPIs to assess including formatting, graphics, and multimedia.)

Level 1 Entering	Make a poster introducing the topic from a leveled history, science, or technical text that has been read aloud; include pictures or other representations of the ideas, concepts, and information.
Level 2 Emerging	Write a simple sentence, with a partner, to introduce a history, science, or technical topic; then list information known about the topic and discuss the list with the partner (using the native language as needed and possible), to identify ways in which the information could be organized.
Level 3 Developing	Restate a question or prompt as the topic sentence of a paragraph; then complete a graphic organizer showing how the ideas, concepts, and information that support this topic sentence could be organized.
Level 4 Expanding	Write a paragraph with a topic sentence; then use a completed graphic organizer to organize the ideas, concepts, and information, with a partner.

Level 5 Bridging	Introduce the topic of an informative or explanatory text about history, science, or a technical topic; then organize the information, ideas, and concepts, using an appropriate strategy.

CC.9-10.W.HST.2b *Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.*

Level 1 Entering	Make a poster showing information from a leveled history, science, or technical text that has been read aloud, with a partner; label the most important pieces of information on the poster, using a word bank.
Level 2 Beginning	Make a poster, with a partner, developing the topic of a leveled history, science, or technical text that has been read aloud and discussed; include facts, definitions, and examples.
Level 3 Developing	Complete a graphic organizer about a history, science, or technical topic, in a small group; use extended definitions, concrete details, quotations, or other information to provide facts and details.
Level 4 Expanding	Write a paragraph that develops a given history, science, or technical topic, using a graphic organizer showing facts, definitions, details, quotations, examples, and other appropriate information.
Level 5 Bridging	Write an essay developing a given history, science, or technical topic, including facts, definitions, details, and quotations as appropriate.

CC.9-10.W.HST.2c *Text Types and Purposes: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.*

Level 1 Entering	Connect separate pictures orally, using simple conjunctions (e.g., *A solid and a liquid)*.
Level 2 Beginning	Describe events from sequenced pictures, using simple sentences with transitional words and phrases, with a partner (e.g., *The ice is solid; then it melts; now it is a liquid)*.
Level 3 Developing	Discuss a specific connection in a text with a small group; then summarize the discussion in writing, using a list of transition words and phrases for relationships such as cause/effect, sequence, compare/contrast.
Level 4 Expanding	Write two paragraphs including varied sentence structures and transition vocabulary; then peer-edit the writing with a partner.
Level 5 Bridging	Integrate information from a history, science, or technical text and a classroom discussion of the same topic into a short essay, using varied sentence structures and transition vocabulary.

CC.9-10.W.HST.2d *Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.*

(These MPIs focus on domain-specific vocabulary; use similar MPIs to assess use of precise language, or use of a style appropriate to the discipline, context, and expertise of the reader.)

Level 1 Entering	Label an illustration by choosing the most precise domain-specific vocabulary from a word bank, with a partner.
Level 2 Beginning	Complete a cloze paragraph using domain-specific vocabulary from a word bank.
Level 3 Developing	Select domain-specific vocabulary from a word/phrase bank related to a given history, science, or technical topic; then use the words in a paragraph, with a partner.
Level 4 Expanding	Write a draft of an essay on a given history, science, or technical topic; then edit it with a partner to provide more precise language and domain-specific vocabulary.
Level 5 Bridging	Use precise language and domain-specific vocabulary when writing about specific history, science, or technical topics.

CC.9-10.W.HST.2e *Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*

(No WIDA MPIs developed.)

CC.9-10.W.HST.2f *Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).*

Level 1 Entering	Identify the best words and phrases to conclude a leveled history, science, or technical text that has been read aloud, using a teacher-generated list of these words and phrases.
Level 2 Emerging	Identify the best sentences to conclude a leveled history, science, or technical text that has been read aloud, using a teacher-generated list of sentences, in a small group; then discuss why this sentence is the best conclusion.
Level 3 Developing	Complete a graphic organizer with ideas in response to a leveled history, science, or technical text that has been read aloud; then write sentences using the information from the organizer, and a concluding statement.
Level 4 Expanding	Write a paragraph and an appropriate concluding statement that support the information presented in the paragraph, using a graphic organizer.
Level 5 Bridging	Write an essay with a concluding paragraph that summarizes, follows from, and supports the information in the rest of the essay.

CC.9-10.W.HST.3 (Not applicable as a separate requirement.)

Production and Distribution of Writing

CC.9-10.W.HST.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.*

(No WIDA MPIs developed.)

CC.9-10.W.HST.5   *Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

(No WIDA MPIs developed.)

CC.9-10.W.HST.6   *Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*

(No WIDA MPIs developed.)

Research to Build and Present Knowledge

CC.9-10.W.HST.7   *Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

(No WIDA MPIs developed.)

CC.9-10.W.HST.8   *Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.*

(No WIDA MPIs developed.)

CC.9-10.W.HST.9   *Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research.*

(No WIDA MPIs developed.)

Range of Writing

CC.9-10.W.HST.10   *Range of Writing: Write routinely over extended time frames (time for 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.)