WIDA™

CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 2-3

By the end of each of the English language proficiency levels 1-5 English language learners can...

**there is no ceiling for level 6

Language Proficiency Level	LISTENING				SPEAKING				ORAL LANGUAGE	
	Students	Process *Narrative & Informative* texts* by:	Process **Explanations** by:	Process **Arguments** by:	Students	**Narrate & Inform*** by:	**Explain** by:	**Argue** by:	Students	*Discuss** by:
Level 1 Entering		• Showing what happens next based on familiar oral stories *(e.g., by pointing or drawing)* • Drawing or providing other visual displays of people, animals, or objects in response to oral prompts	• Pointing to visual characteristics of models or real-life objects from oral clues • Pairing objects, pictures, or equations as directed by a partner	• Indicating personal points of view in response to oral phrases or short sentences *(e.g., by thumbs up/thumbs down; agree/disagree cards)* • Identifying preferences from short oral statements		• Responding to questions related to stories or experiences *(e.g., "Who came to the door?")* • Acting out and naming events or experiences throughout the school day	• Describing the outcomes of experiments or stories with guidance and visual support • Naming or answering Wh- questions related to classroom routines *(e.g., "What do we do now?")*	• Stating a claim or position from models or examples • Sharing facts as evidence using sentence starters or sentence frames		• Expressing own ideas through drawings, gestures, words and phrases • Expressing agreement/ disagreement nonverbally *(e.g., thumbs up or down)*
Level 2 Emerging		• Identifying the "who," "where" and "when" of illustrated statements • Identifying main materials or resources from oral descriptions	• Matching oral descriptions to photos, pictures, or icons • Following simple sequences presented orally to create patterns or sequences	• Distinguishing opinions from facts from peers' oral presentations • Categorizing content-based pictures or objects from oral descriptions *(e.g., "animals that form groups to help members survive")*		• Reproducing facts or statements in context • Participating in multi-media presentations based on research	• Naming steps in processes or procedures • Describing familiar phenomena in words or phrases	• Telling what comes next and showing why • Sharing reasons for opinions or claims *(e.g., science experiments)*		• Asking yes or no questions to request clarification • Recognizing how different intonation conveys different meanings
Level 3 Developing		• Identifying linking words or phrases related to passage of time in speech *(e.g., "on Monday" "the next day")* • Illustrating events in response to audio recordings of stories or poems	• Carrying out steps described orally to solve problems • Completing graphic organizers or representations from oral comparisons	• Identifying similarities and differences from oral content-related materials or equipment • Identifying different points of view in short oral dialogues		• Retelling simple stories from picture cues • Stating information from personal or school-related experiences	• Describe relationships between objects or uses for tools • Expressing cause and effect of behaviors or events	• Describing organizing categories for content-related information *(e.g., fish/birds, forests/ deserts)* • Asking and answering questions in collaborative groups		• Negotiating agreement in small groups • Expressing own ideas consistent with the topic discussed
Level 4 Expanding		• Re-enacting content-related situations or events from oral descriptions • Identifying content-related ideas from oral discourse using multi-media *(e.g., retracing steps of a process)*	• Identifying connectors in speech or text read aloud • Identifying content-related ideas and details in oral discourse	• Interpreting oral information from different sides • Identifying opposing sides of arguments in dialogues		• Sequencing events in stories with temporal transitions *(e.g., "After the sun set...")* • Describing situations and events from school and the community	• Stating details of processes or procedures • Describing consequences of behaviors or occurrences	• Defend claims or opinions to content-related topics • Posing different solutions to content-related issues or problems		• Expressing own ideas and supporting ideas of others • Proposing new solutions to resolve conflict in small groups
Level 5 Bridging		• Identifying details of content-related topics from oral discourse • Making designs or models following oral directions and specifications *(e.g., maps, origami)*	• Identifying the purpose of language/the message in each content area • Following a series of short oral directions to create models of content-area phenomena or processes	• Comparing oral arguments with representations and models • Identifying claims in oral presentations		• Describing main ideas of content-related information • Asking and answering questions about information from speakers	• Connecting ideas in content-related presentations • Elaborating on the cause of various phenomena *(e.g., shooting stars, sunsets)*	• Expressing and supporting different ideas with examples • Providing evidence to defend own ideas		• Initiating and maintaining conversations • Challenging ideas respectfully • Listening to, building, and extending ideas
Level 6 Reaching		• Identifying key ideas or details from texts read aloud or information presented orally • Determining the main ideas and supporting details of texts read aloud or information in diverse media and formats	• Distinguishing shades of meaning among closely related words in oral discourse *(e.g., jump/leap, huge/ enormous)* • Comparing strategies from extended oral discourse	• Identifying evidence to support claims/ opinions from multimedia • Following agreed-upon rules for discussions around differing opinions		• Providing descriptive details of content- related information or activities • Naming the steps for producing multimedia presentations with some detail	• Elaborating on ideas in light of conversations among students • Synthesizing main ideas from supporting details of text read aloud or information obtained from diverse media	• Connecting personal comments to the remarks of others to build a case for ideas or opinions • Summarizing ideas or opinions from two sides		• Sharing topic-related information • Building on remarks of others by linking comments • Maintaining audience engagement through specific language and body movement

*The WIDA 2020 Key Language Uses reflect the most high-leverage genre families across academic content standards. For the *Key Uses (Narrate, Inform, Explain, and Argue)* there are descriptors for the four language domains (Listening, Reading, Speaking, and Writing). In this form, *Narrate and Inform* replaced Recount from the previous version (2012). *Discuss* remains, as a means, to show oral language as it highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency. Even though *Discuss* is no longer listed as a key use it is vital that we intentionally integrate discussion opportunities into daily instruction.

**The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6.

WIDA™

CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 2-3

By the end of each of the English language proficiency levels 1-5 English language learners can...

**there is no ceiling for level 6

Language Proficiency Level	READING				WRITING			
	Students	Process *Narrative & Informative* texts* by:	Process **Explanations** by:	Process **Arguments** by:	Students	*Narrate & Inform** by:	**Explain** by:	**Argue** by:
Level 1 Entering		• Identifying key words and phrases in illustrated text • Signaling language associated with content-related information *(e.g., during preview, view, & review)*	• Identifying words and phrases in titles and highlighted texts • Matching pictures with graphic information from illustrated texts	• Identifying facts in illustrated informational text read orally • Identifying language related to likes, needs, and wants in labeled illustrations		• Labeling images that illustrate the steps for different processes *(e.g., writing workshop)* • Creating visual representations of ideas or stories	• Listing and illustrating ideas • Stating facts associated with images or illustrations	• Indicating decisions or preferences through labeled pictures, words, or phrases • Providing evidence of natural phenomena or opinions through labeled drawings
Level 2 Emerging		• Identifying time-related language in context *(e.g., in biographies)* • Illustrating experiences of characters in illustrated statements	• Interpreting images, illustrations, and graphics • Identifying elements of expository texts *(e.g., graphs, captions)* in illustrated texts	• Distinguishing fact from fiction *(e.g., using sentence strips or highlighting texts)* • Identifying claims or opinions in illustrated texts		• Listing ideas using graphic organizers • Describing visual information	• Describing elements of processes or procedures • Stating how something happens using illustrations and sequential language *(e.g., eruption of volcanoes)*	• Participating in shared opinion writing experiences • Connecting preferences, choices, or opinions to reasons
Level 3 Developing		• Creating timelines or graphic organizers from illustrated related statements or paragraphs • Identifying temporal-related words that signal order of events *(e.g., "In the beginning...")*	• Sequencing sentences descriptive of processes or procedures in informational texts • Locating details in content area texts or media	• Identifying different ideas or opinions in written texts • Identifying general academic and content-related words and phrases in text relevant to the genre/key use *(e.g., "once upon a time" indicates a fairy tale)*		• Retelling past experiences • Expressing ideas in various genres *(e.g., poetry, interactive journals)*	• Comparing causes of different phenomena • Stating ideas about content-related topics	• Communicating different content-related ideas or opinions • Describing pros and cons related to social issues or familiar topics
Level 4 Expanding		• Ordering a series of events based on familiar texts • Identifying main ideas and details in illustrated texts	• Illustrating cause/ effect relationships in content area texts • Classifying main ideas and details in informational or explanatory texts	• Sorting content-related information according to specific criteria *(e.g., pros and cons)* • Identifying reasons to strengthen arguments		• Describing a series of events or procedures • Creating stories with details about characters and events	• Relating details and illustrating stages of different cycles *(e.g. frogs, plants)* • Describing strategies to solve problems	• Supporting main ideas or opinions with evidence from texts • Providing evidence to support or refute peers' ideas
Level 5 Bridging		• Paraphrasing narratives or informational text with support *(e.g., arranging paragraph strips)* • Highlighting relevant information in grade-level texts to produce summaries	• Identifying relevant information from texts on the same content area topic *(e.g., in open sorts)* • Identifying the main purpose of texts	• Identifying data from written sources to support positions • Matching opinions to reasons in informational texts and literature		• Describing the sequence of content-related ideas • Providing details and examples about narratives	• Describing details of processes, procedures, and events • Producing "how to" manuals based on personal experiences or scientific experiments	• Producing persuasive pieces supported by multiple reasons or details • Stating reasoning for content-related choices
Level 6 Reaching		• Identifying setting and character details from grade-level text • Determining the central messages, lessons, or morals of fables and folktales from diverse cultures	• Describing the connection between a series of historical events, scientific ideas, or steps in technical procedures in texts • Connecting ideas with details in extended content area texts	• Identifying authors' point of view in texts • Evaluating characters, settings, and events from a variety of media		• Signaling order of events using temporal words and phrases • Relating real or imagined experiences or events	• Elaborating topics with facts, definitions, and details • Comparing different strategies related to procedures or problem-solving	• Elaborating on opinions and reasons • Comparing and contrasting important points and details presented in two texts on the same topic

The WIDA Can Do Descriptors, Key Uses Edition, provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards. The example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.

The WIDA Can Do Descriptors, Key Uses Edition, can help…

- differentiate curriculum, instruction, and assessments designed in English based on language learners' levels of English language proficiency.
- collaborate and engage in instructional conversations about the academic success of language learners in English environments.
- advocate for equitable access to content for language learners based on their level of language proficiency.

Generously created for WIDA by **Becky Linderholm**
Eau Claire Area School District
Customized by WCPSS ESL Department