# CAN DO DESCRIPTORS BY LANGUAGE DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 4-5

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** | | • Matching oral words and phrases to content-related pictures or objects<br>• Identifying the topic in oral statements | • Sequencing oral procedures or cycles with images<br>• Distinguishing key words and phrases related to phenomena | • Matching illustrations with oral points of view<br>• Identifying language related to facts or opinions from oral presentations | | • Stating key words and phrases associated with the content using visual or graphic support<br>• Communicating personal experiences orally | • Naming components of phenomena using illustrations, photographs, or diagrams<br>• Demonstrating procedures using realia | • Stating reasons for choices using words or phrases<br>• Answering yes/no or choice questions across content or personal preferences | | • Expressing own ideas in a variety of ways (e.g., drawing, using gestures, graphing)<br>• Tracking the person speaking<br>• Sharing own work (e.g., graphic organizers, drawings) to contribute to the conversation |
| **Level 2 Emerging** | | • Classifying time-related language in oral statements (e.g., present, past, future)<br>• Connecting the context of narratives (e.g., the who, what, when, & where) to illustrations | • Organizing routine causal or sequential relationships described orally<br>• Following oral directions to show recurring steps in cycles or problem-solving | • Sorting evidence and claims from oral descriptions<br>• Distinguishing words and phrases related to opinions or facts from oral statements | | • Retelling short stories or content-related events<br>• Stating procedural steps across content areas | • Giving reasons why or how something works using diagrams, charts or images<br>• Stating key words or phrases in processes in a sequential order | • Stating opinions based on experiences<br>• Responding to opinion statements of others with personal preferences | | • Taking turns and applying conventions specific to particular conversations<br>• Addressing others according to relationship (e.g., student-peers, student-teacher) |
| **Level 3 Developing** | | • Identifying the beginning, middle and end in oral retelling of a text<br>• Following tasks and directions retold by peers | • Interpreting cause and effect relationships in conversations<br>• Recognizing relationships in a series of oral statements | • Identifying different perspectives, stances, or points of view<br>• Recognizing reasons for positions in oral presentations | | • Presenting detailed content-related information that has been rehearsed<br>• Stating main ideas in classroom conversations on social and academic topics | • Stating clear sequential procedures to peers<br>• Comparing data or information | • Expressing opinions using content-area specific language<br>• Presenting content-based facts that support a position | | • Asking clarifying questions to demonstrate engagement<br>• Using examples to clarify statements<br>• Answering questions to contribute to a topic |
| **Level 4 Expanding** | | • Sequencing events or steps based on oral reading of informational text<br>• Recognizing the language of related genres (e.g., news reports, historical accounts) | • Identifying precise details, descriptions, or comparisons that support conversation<br>• Following oral information on how or why phenomena occur | • Identifying evidence that supports predictions or hypotheses<br>• Differentiating between multiple points of view in class discussions | | • Giving content-related oral reports<br>• Sequencing steps to solve a problem | • Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts<br>• Presenting detailed information in small groups | • Stating relevant evidence for claims<br>• Responding to opinion statements of others with reasons or evidence | | • Elaborating on statements of others to extend ideas<br>• Presenting creative solutions to resolve communication issues<br>• Contributing ideas to co-create group responses |
| **Level 5 Bridging** | | • Identifying related information from multiple sources presented orally<br>• Recognizing the key historical, scientific or technical language used in a mini-lecture | • Recognizing language used to enhance the specificity of phenomena in class discussions<br>• Identifying components of systems (e.g., ecosystems, branches of government) in small group interactions | • Distinguishing certainty from uncertainty of spoken words or phrases in context<br>• Identifying the degree of formality in oral presentations | | • Conveying personal and content-related experiences in a team<br>• Using technical and specific vocabulary when sharing content information | • Elaborating by adding precision and details to content-related sequence or causal phenomena<br>• Describing relationships of components within systems (e.g., ecosystems, government) | • Supporting claims with evidence from various sources<br>• Using claims and evidence to persuade an audience | | • Recognizing how language can be used to express bias and influence others<br>• Challenging ideas respectfully<br>• Managing conversations to stay focused on a topic |
| **Level 6 Reaching** | | • Identifying the overall structure (e.g., chronology) of events, ideas, concepts, or information in oral presentations<br>• Differentiating similarities and differences of information presented through multimedia and written text | • Interpreting the specific language used to enhance descriptions of phenomena<br>• Attending to the language related to events or phenomena in peer presentations | • Recognizing the strength of the quality of evidence presented in oral discourse<br>• Identifying the purpose of arguments | | • Summarizing discussions on content-related topics<br>• Expanding on topics with descriptive details using varied vocabulary | • Analyzing how variables contribute to events or outcomes<br>• Maintaining a formal register | • Countering with a different point of view<br>• Stating conclusions based on a summary of information from the various sides | | • Examining the value of examples to bring clarity to statements<br>• Extend conversations by developing topics with clear examples and information |

*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™
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*By the end of each of the English language proficiency levels 1-5 English language learners can...*
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| 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 words in context during oral reading of illustrated text on familiar topics or experiences<br>• Highlighting previewed or familiar phrases | • Matching illustrated words/ phrases to causal or sequential language<br>• Sequencing sentences strips to show content-area processes from illustrated texts | • Identifying key words and phrases of claims<br>• Identifying a claim or an opinion in multimedia with a partner | | • Communicating personal experiences through drawings and words<br>• Reproducing a series of events through illustrated text | • Producing short-answer responses to questions using word/ phrase banks<br>• Labeling charts and graphs to describe phenomena (*e.g., organisms in ecosystems*) | • Selecting words and phrases to represent points of view using facts from illustrated text or posters<br>• Using key words or phrases related to the topic |
| **Level 2** Emerging | | • Classifying time-related language in text as present or past<br>• Identifying the "who," "what," "where," and "when" in narrative text with a partner | • Identifying different types of connectors (*e.g., first, next, because, so*)<br>• Identifying key words and phrases that describe the topic or phenomena | • Identifying language indicative of points of view<br>• Organizing evidence based on sequential language in texts<br>• Differentiating between claims and evidence | | • Listing procedural steps across content areas<br>• Listing positive and negative effects of events in informational or narrative text | • Using key terms related to phenomena<br>• Ordering linear and cyclical sequences of phenomena (*e.g., the steps of how a volcano erupts*) | • Stating reasons for particular points of view<br>• Listing pros and cons of issues |
| **Level 3** Developing | | • Sequencing events in stories or content-related processes<br>• Identifying main ideas in narrative and informational text | • Matching causes with effects<br>• Identifying words or phrases to determine the type of explanation (*e.g., linear sequence, cycle, system*) | • Identifying evidence from multiple places within text<br>• Identifying different perspectives, stances, or points of view | | • Using key words and phrases reflective of main ideas<br>• Conveying details using concrete words and phrases | • Connecting related ideas or concepts using linking words and phrases<br>• Answering "how" or "why questions (*e.g., "How does the water cycle work?" "Why are there three branches of government?"*) | • Connecting reasons to opinions supported by facts and details<br>• Making adjustments for audience and context |
| **Level 4** Expanding | | • Connecting details to main ideas or themes<br>• Identifying conclusions in multi-paragraph text | • Identifying the different words or phrases that are used to describe the same topic or phenomena<br>• Organizing information on how or why phenomena occur | • Hypothesizing or predicting based on evidence<br>• Comparing multiple points of view on a topic | | • Relating a sequence of events using a variety of transitional words, phrases, and clauses<br>• Synthesizing information across related texts (*e.g., author study*) | • Presenting information on processes or phenomena from a variety of sources<br>• Elaborating topics with facts, definitions, concrete details, or quotations and examples | • Comparing and contrasting evidence for claims<br>• Providing reasons and evidence which support particular points |
| **Level 5** Bridging | | • Becoming familiar with the language of related genres (*e.g., news reports, historical accounts*)<br>• Summarizing information from multiple related sources | • Identifying how text provides clear details of the topic or phenomena<br>• Identifying components of systems (*e.g., ecosystems, government*) | • Connecting personal experience with textual evidence to strengthen an interpretation of the text<br>• Evaluating the strength of evidence as support for claims | | • Producing content-related reports<br>• Creating narratives that connect personal experiences and content | • Describing how factors contribute to events or outcomes<br>• Describing how systems relate or interact | • Evaluating positive and negative implications associated with various positions (*e.g., historical events, scientific discoveries*)<br>• Including evidence from multiple sources |
| **Level 6** Reaching | | • Identifying the overall structure (*e.g., chronology*) of events, ideas, concepts, or information in text<br>• Highlighting events or procedures that happened in historical, scientific, or technical text | • Identifying how text presents information in a factual or neutral manner<br>• Evaluating the specific language used to enhance descriptions of phenomena | • Evaluating claims and evidence by drawing from multiple print sources<br>• Differentiating from the strength of different pieces of evidence as support for claims | | • Summarizing content-related information<br>• Using narrative themes to extend the storyline | • Presenting information on processes or phenomena supported by facts and details in essays and reports<br>• Selecting the appropriate organizational structure for the particular purpose | • Organizing ideas and information logically and coherently<br>• Integrating information from multiple sources to provide evidence for claims |

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.