WIDA™

CAN DO DESCRIPTORS BY LANGUAGE DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: KINDERGARTEN

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		• Pointing to pictures described orally in context *(e.g., "the big dog")* • Finding familiar people, places, or objects named orally *(e.g., "Where's a chair?")*	• Identifying illustrated activities described orally • Following modeled actions to show likes or dislikes *(e.g., using "or" words and phrases, "read" or "write")*	• Identifying personal choices *(e.g., "Show me your favorite...")* from different examples • Classifying everyday objects by descriptive features *(e.g., red ones, blue ones)*		• Repeating words, simple phrases or expressions from familiar stories as a whole class • Participating in group songs, chants, or poems using gestures or physical movement	• Identifying familiar objects used in everyday routines and activities with a partner *(e.g., in the home language and English)* • Rehearsing and acting out key steps in procedures or classroom routines following models *(e.g., "Put away toys. Get in line.")*	• Stating personal likes from oral prompts *(e.g., sports, food, animals)* • Naming choices from models *(e.g., "Apple or banana?")*		• Attending to the speaker to demonstrate understanding • Following routines, chants, and songs
Level 2 Emerging		• Responding with gestures to songs, chants, or stories modeled by teachers • Matching familiar pictures, objects, or movements to oral statements *(e.g., "Clap your hands.")*	• Matching real-life objects to illustrations about their use based on oral statements • Identifying people and places associated with everyday events described orally *(e.g., "It is Monday. You are at school.")*	• Discriminating between words and phrases related to personal choices *(e.g., "The park or the zoo?")* • Identifying oral preferences stated by others *(e.g., choosing pictures or objects)*		• Restating some language associated with illustrated short stories or informational text *(e.g., "I see." "I hear.")* • Re-enacting various roles when interacting in pairs or in small groups	• Describing uses of everyday objects or roles of familiar people *(e.g., "Teacher reads.")* • Stating attributes and classifying objects into illustrated categories to show how they go together *(e.g., shapes, colors, sizes)*	• Stating personal preferences *(e.g., "I like this.")* • Agreeing or disagreeing with familiar questions *(e.g., "Are you ready?" "Yes I am.")*		• Addressing others according to relationship *(e.g., student-student, student-teacher)* • Participating in exchanges between peers *(e.g., thumb buddies, turn and talk)*
Level 3 Developing		• Acting out songs, chants, stories and poems with gestures as a whole group • Following sequential language for oral directions one step at a time *(e.g., "Walk to the door. Now, come to the circle.")*	• Identifying language associated with features of objects or print *(e.g., "Show me a word in the title.")* • Following peer-modeled oral commands with a partner	• Acting out opposites using gestures *(e.g., through songs or chants)* • Responding nonverbally to show agreement or disagreement with opinions of others *(e.g., thumbs up, thumbs down)*		• Retelling main events in short narrative stories to peers using pictures • Describing attributes of familiar objects, people, and places	• Comparing sizes of familiar phenomena *(e.g., bigger than/ smaller than, longer/ wider)* • Stating reasons for classroom routines or procedures with a partner *(e.g., expected behaviors)*	• Stating personal preferences or opinions *(e.g., "Recess is best.")* • Predicting everyday situations or events from illustrations		• Working together collaboratively *(e.g., taking turns, listening to others)* • Using language and body movement to include others in conversations
Level 4 Expanding		• Role playing in response to illustrated stories read aloud • Matching extended oral descriptions of content-related topics to illustrations or graphics *(e.g., "The bright yellow ball is shining in the sky.")*	• Drawing individual phases or steps to "how" questions *(e.g., "How does a caterpillar change into a butterfly?")* • Pointing out illustrated details that match oral descriptions of cycles or procedures	• Drawing to make predictions from illustrated stories read aloud *(e.g., "What happens next?")* • Classifying fact from fiction in oral discourse *(e.g., through physical responses or sorting pictures)*		• Retelling familiar stories through a series of pictures • Sharing personal stories or experiences with others *(e.g., in multiple languages)*	• Describing classroom routines *(e.g., putting away puzzles)* • Comparing and contrasting placement of real-life objects and phenomena *(e.g., "on the table" v. "under the table")*	• Expressing likes, dislikes, or preferences with reasons *(e.g., "I like____because____.")* • Giving reasons for classifying familiar objects with classmates *(e.g., in open sorts)*		• Proposing ideas to contribute to conversations • Asking questions to request clarification
Level 5 Bridging		• Arranging content-related objects or illustrations according to oral discourse with a partner • Making patterns from real objects or pictures based on detailed oral descriptions from a model *(e.g., "Follow me. Put two blue crayons on your table. Then put two red crayons. Now put two more crayons of another color.")*	• Identifying illustrations related to cause and effect from oral information • Reenacting procedural information obtained from videos or other media *(e.g., "Show me how to make day and night.")*	• Agreeing or disagreeing with oral claims using gestures *(e.g., "Tomorrow will be hotter than today.")* • Identifying reasons for choices in real life scenarios read aloud *(e.g., by circling pictures)*		• Relating school-based content and personal experiences with peers and adults • Rephrasing events from stories or information with a partner *(e.g., class rules or routines)*	• Providing details related to classroom activities and tasks in small groups *(e.g., how we work together)* • Describing steps in familiar cycles and processes *(e.g., getting in a circle to play a game)*	• Offering personal opinions about content-related ideas in small groups • Giving reasons for content-related information when modeled *(e.g., "These animals go together because they have spots.")*		• Asking questions to extend conversations • Demonstrating active listening to show respect to the speaker
Level 6 Reaching		• Identifying drawings or other visual displays from elaborate descriptions with details • Identifying detailed information in oral discourse or through multimedia	• Recognizing language related to scientific or mathematical processes • Identifying patterns in procedures or natural phenomena in illustrated stories read aloud	• Interpreting which side to take and why from dialogs or short conversations • Identifying details of stories or scenarios read aloud that represent different points of view		• Retelling familiar stories, including key details with prompting and support • Describing details about characters, settings, and major events in illustrated stories with prompting and support	• Comparing two objects using measurable attributes *(e.g., "The table is higher than the chair.")* • Describing the causes or effects of different phenomena based on observations and experiences *(e.g., pull/push, sink/float)*	• Agreeing or disagreeing with reasons for categorizing content-related information with a partner • Stating personal opinions with justification for content-related ideas or topics		• Sustaining conversations on a topic • Building on comments/ responses of others

*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.

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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		• Matching icons and symbols to corresponding pictures • Identifying labeled real-life classroom objects *(e.g., tables, books, door)*	• Matching illustrations with modeled language with a partner • Identifying steps in procedures from illustrations and icons *(e.g., "It goes up. It comes down.")*	• Pointing to labeled pictures or objects of personal preferences • Matching illustrations to words of personal interest as modeled		• Dictating personal information scribed by adults *(e.g., about self and family members)* • Reproducing icons or environmental print related to self from models	• Describing familiar routines by drawing pictures and dictating to adults *(e.g., in one or more languages)* • Drawing what comes next *(e.g., in stories or experiments)*	• Illustrating likes or dislikes from real-life objects or pictures • Drawing or making collages about personal interests or content-related topics in small groups
Level 2 Emerging		• Reproducing content-related information in oral text through drawings • Acting out familiar rhymes from text read aloud or chanted in small groups	• Identifying illustrated words or icons to show why *(e.g., in play-based activities)* • Following illustrated directions with a peer *(e.g., to form shapes or patterns)*	• Classifying labeled pictures of personal choices from stories according to different character traits • Making choices from illustrated descriptions read aloud and sharing with peers *(e.g., based on "or" phrases)*		• Reproducing symbols, numbers, and illustrated words from models in context • Drawing and labeling familiar people, objects, or events from models *(e.g., word walls, posters, cards)*	• Connecting oral language to print *(e.g., through language experience)* • Reproducing labeled pictures or photographs to describe processes or procedures *(e.g., producing an album)*	• Drawing and reproducing words about preferences *(e.g., from charts or posters)* • Stating personal choices from models *(e.g., labeling photos or drawings of self)*
Level 3 Developing		• Identifying familiar words in context *(e.g., in Big Books or wall charts)* in small groups • Recognizing persons and settings in illustrated text read aloud	• Pointing out causes or motives in illustrated stories read aloud • Showing relationships depicted in informational text with real-life objects *(e.g., "5 is more than 3.")*	• Predicting next steps, actions, or events in informational text and stories read aloud *(e.g., by pointing to pictures)* • Indicating agreement or disagreement with authors' points of view of text read aloud with a partner		• Reproducing familiar words from labeled models or illustrations *(e.g., labeled dioramas)* • Restating facts about personal experiences shared with classmates *(e.g., through illustrated text)*	• Describing familiar events or phenomena using sentence starters and drawings • Identifying self as an author through pictures and invented words *(e.g., by keeping a journal)*	• Agreeing or disagreeing with choices *(e.g., producing "yes" or "no")* from models • Completing text about personal opinions on different topics *(e.g., "I like ____.")*
Level 4 Expanding		• Identifying words in picture dictionaries *(e.g., in multiple languages)* • Recognizing common types of text *(e.g., storybooks, poems)* read aloud	• Demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures *(e.g., "the big tall giraffe and the teeny tiny mouse")* • Classifying how to resolve situations faced by characters or in content-related text using graphic organizers	• Interpreting pictures in informational text as true or false in small groups • Comparing choices of different characters in illustrated text read aloud *(e.g., using T charts)*		• Producing familiar words and phrases from environmental print and illustrated text • Drawing and describing different parts of stories, personal experiences, or events *(e.g., written conversations)* with a peer	• Describing how to do something through a sequence of pictures and words • Composing group drafts on different processes based on oral input or experiences modeled by teachers	• Producing statements about choices using different models as examples *(e.g., "I want to ____.")* • Building short sentences from personal preferences using pictures or photos with partners
Level 5 Bridging		• Ordering words to form short sentences from oral models *(e.g., using pocket charts, cards)* • Identifying language related to spatial relations *(e.g., in front of, next to, in between)*	• Matching familiar descriptive phrases to objects or illustrations with a partner *(e.g., steps in morning routines)* • Comparing how to do something in different ways from illustrated stories *(e.g., making fruit salad)*	• Evaluating situations in picture books and matching them to related reasons for choices • Agreeing or disagreeing with actions of characters in illustrated text read aloud		• Describing everyday experiences using illustrated phrases and short sentences • Producing illustrated stories about self or family *(e.g., using one or more languages)*	• Describing uses of tools or objects with a peer *(e.g., from illustrated phrase walls)* • Sequencing content-related processes by drawing and describing objects *(e.g., from seeds to plants)*	• Making requests to indicate preferences *(e.g., "Can I have …?")* • Listing reasons for content-related choices with guidance and support *(e.g., "Why do you like number 5?")*
Level 6 Reaching		• Identifying major events in stories with prompting and support • Identifying main ideas and details in common types of illustrated text *(e.g., trade books, rhymes)*	• Drawing sketches or models to show how to solve problems read from illustrated informational text • Locating descriptive language related to "how" or "why" in illustrated text in small groups	• Identifying different points of view from illustrated text with prompting and support • Identifying similarities in and differences between two texts on the same topic *(e.g., pasting or matching words found in both sources)*		• Stating information to answer modeled questions about experiences with guidance • Using new words and phrases acquired through conversations or oral reading in short illustrated sentences	• Stating steps of familiar routines or events by drawing, dictating, and writing • Responding to "how" questions and suggestions from peers, with guidance from adults, to add details to text	• Composing opinion pieces using content-related language with prompting and support • Making claims using content-related language about topics or books *(e.g., dictated to adults)*

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.