



Can Do Descriptors

KEY USES EDITION

Kindergarten

The WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The WIDA Can Do Descriptors provide examples of what language learners **can do** at various stages of English language development in listening, speaking, reading and writing. The *WIDA Can Do Descriptors, Key Uses Edition* is one component of the WIDA Standards Framework (shown at right). The framework, as a whole, supports the implementation of the WIDA English Language Development Standards in the instruction and assessment of language learners. We encourage educators to use the *WIDA Can Do Descriptors, Key Uses Edition* in conjunction with the other components of the framework, along with the previous edition of the Can Do Descriptors. For more information on the WIDA Standards Framework, visit www.wida.us.

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:

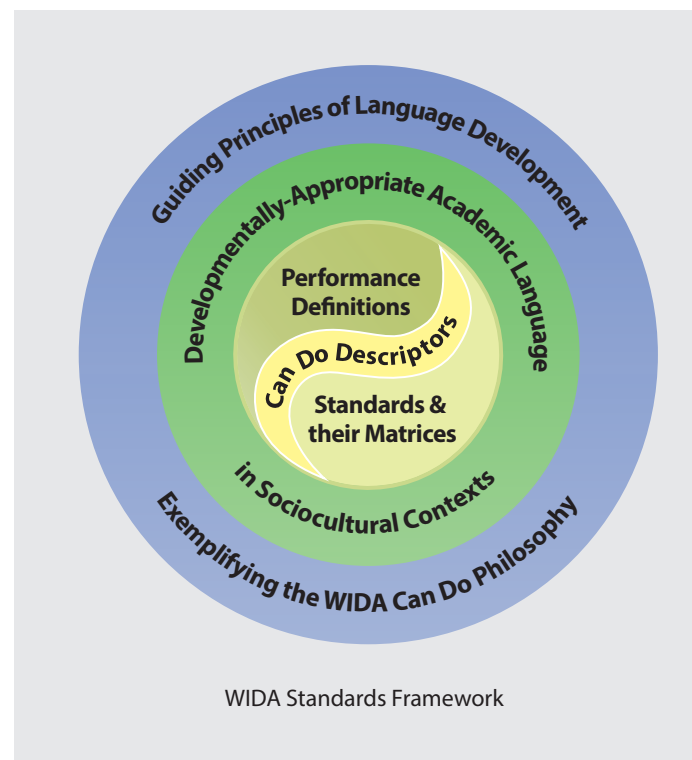
Recount: To display knowledge or narrate experiences or events. Example tasks for the Key Use of **Recount** include telling or summarizing stories, producing information reports, and sharing past experiences.

Explain: To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of **Explain** include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.

Argue: To persuade by making claims supported by evidence. Example tasks for the Key Use of **Argue** include stating preferences or opinions and constructing arguments with evidence.

Discuss: To interact with others to build meaning and share knowledge. Example tasks for the Key Use of **Discuss** include participating in small or large group activities and projects.

The *WIDA Can Do Descriptors, Key Uses Edition* and 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 context curriculum, instruction, and assessment.



Organization of the WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The *WIDA Can Do Descriptors, Key Uses Edition* is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA's six levels of language proficiency (ELP Levels 1–6).

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.

For three of the Key Uses (**Recount**, **Explain**, and **Argue**) you'll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use **Discuss** are only shown for oral language. The Key Use **Discuss** highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

Potential Uses for the WIDA Can Do Descriptors, Key Uses Edition

Audiences	The WIDA Can Do Descriptors, Key Uses Edition can help....
Educators who work with language learners, including coaches, teachers (<i>e.g., general education, gifted and talented, special education, Title I</i>), language specialists, and support staff.	<ul style="list-style-type: none">• 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
Administrators and school leaders	<ul style="list-style-type: none">• Communicate with other educators about students' English language development• Support the WIDA Can Do Philosophy throughout schools and districts• Advocate for equitable access to content for language learners based on their level of language proficiency

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process recounts by <ul style="list-style-type: none"> 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?”) 	Process recounts by <ul style="list-style-type: none"> 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.”) 	Process recounts by <ul style="list-style-type: none"> 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.”) 	Process recounts by <ul style="list-style-type: none"> 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.”) 	Process recounts by <ul style="list-style-type: none"> 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.”) 	Process recounts by <ul style="list-style-type: none"> Identifying drawings or other visual displays from elaborate descriptions with details Identifying detailed information in oral discourse or through multimedia
SPEAKING	Recount by <ul style="list-style-type: none"> 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 	Recount by <ul style="list-style-type: none"> 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 	Recount by <ul style="list-style-type: none"> Retelling main events in short narrative stories to peers using pictures Describing attributes of familiar objects, people, and places 	Recount by <ul style="list-style-type: none"> Retelling familiar stories through a series of pictures Sharing personal stories or experiences with others (e.g., in multiple languages) 	Recount by <ul style="list-style-type: none"> 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) 	Recount by <ul style="list-style-type: none"> 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

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READING	Process recounts by <ul style="list-style-type: none"> Matching icons and symbols to corresponding pictures Identifying labeled real-life classroom objects (<i>e.g., tables, books, door</i>) 	Process recounts by <ul style="list-style-type: none"> Reproducing content-related information in oral text through drawings Acting out familiar rhymes from text read aloud or chanted in small groups 	Process recounts by <ul style="list-style-type: none"> Identifying familiar words in context (<i>e.g., in Big Books or wall charts</i>) in small groups Recognizing persons and settings in illustrated text read aloud 	Process recounts by <ul style="list-style-type: none"> Identifying words in picture dictionaries (<i>e.g., in multiple languages</i>) Recognizing common types of text (<i>e.g., storybooks, poems</i>) read aloud 	Process recounts by <ul style="list-style-type: none"> Ordering words to form short sentences from oral models (<i>e.g., using pocket charts, cards</i>) Identifying language related to spatial relations (<i>e.g., in front of, next to, in between</i>) 	Process recounts by <ul style="list-style-type: none"> Identifying major events in stories with prompting and support Identifying main ideas and details in common types of illustrated text (<i>e.g., trade books, rhymes</i>)
WRITING	Recount by <ul style="list-style-type: none"> Dictating personal information scribed by adults (<i>e.g., about self and family members</i>) Reproducing icons or environmental print related to self from models 	Recount by <ul style="list-style-type: none"> Reproducing symbols, numbers, and illustrated words from models in context Drawing and labeling familiar people, objects, or events from models (<i>e.g., word walls, posters, cards</i>) 	Recount by <ul style="list-style-type: none"> Reproducing familiar words from labeled models or illustrations (<i>e.g., labeled dioramas</i>) Restating facts about personal experiences shared with classmates (<i>e.g., through illustrated text</i>) 	Recount by <ul style="list-style-type: none"> Producing familiar words and phrases from environmental print and illustrated text Drawing and describing different parts of stories, personal experiences, or events (<i>e.g., written conversations</i>) with a peer 	Recount by <ul style="list-style-type: none"> Describing everyday experiences using illustrated phrases and short sentences Producing illustrated stories about self or family (<i>e.g., using one or more languages</i>) 	Recount by <ul style="list-style-type: none"> 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

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LISTENING	Process explanations by <ul style="list-style-type: none"> Identifying illustrated activities described orally Following modeled actions to show likes or dislikes (e.g., using “or” words and phrases, “read” or “write”) 	Process explanations by <ul style="list-style-type: none"> 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.”) 	Process explanations by <ul style="list-style-type: none"> 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 	Process explanations by <ul style="list-style-type: none"> 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 	Process explanations by <ul style="list-style-type: none"> 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.”) 	Process explanations by <ul style="list-style-type: none"> Recognizing language related to scientific or mathematical processes Identifying patterns in procedures or natural phenomena in illustrated stories read aloud
SPEAKING	Explain by <ul style="list-style-type: none"> 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.”) 	Explain by <ul style="list-style-type: none"> 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) 	Explain by <ul style="list-style-type: none"> 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) 	Explain by <ul style="list-style-type: none"> 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”) 	Explain by <ul style="list-style-type: none"> 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) 	Explain by <ul style="list-style-type: none"> 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)

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READING	Process explanations by <ul style="list-style-type: none"> Matching illustrations with modeled language with a partner Identifying steps in procedures from illustrations and icons (<i>e.g., "It goes up. It comes down."</i>) 	Process explanations by <ul style="list-style-type: none"> Identifying illustrated words or icons to show why (<i>e.g., in play-based activities</i>) Following illustrated directions with a peer (<i>e.g., to form shapes or patterns</i>) 	Process explanations by <ul style="list-style-type: none"> Pointing out causes or motives in illustrated stories read aloud Showing relationships depicted in informational text with real-life objects (<i>e.g., "5 is more than 3."</i>) 	Process explanations by <ul style="list-style-type: none"> Demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures (<i>e.g., "the big tall giraffe and the teeny tiny mouse"</i>) Classifying how to resolve situations faced by characters or in content-related text using graphic organizers 	Process explanations by <ul style="list-style-type: none"> Matching familiar descriptive phrases to objects or illustrations with a partner (<i>e.g., steps in morning routines</i>) Comparing how to do something in different ways from illustrated stories (<i>e.g., making fruit salad</i>) 	Process explanations by <ul style="list-style-type: none"> 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
WRITING	Explain by <ul style="list-style-type: none"> Describing familiar routines by drawing pictures and dictating to adults (<i>e.g., in one or more languages</i>) Drawing what comes next (<i>e.g., in stories or experiments</i>) 	Explain by <ul style="list-style-type: none"> Connecting oral language to print (<i>e.g., through language experience</i>) Reproducing labeled pictures or photographs to describe processes or procedures (<i>e.g., producing an album</i>) 	Explain by <ul style="list-style-type: none"> Describing familiar events or phenomena using sentence starters and drawings Identifying self as an author through pictures and invented words (<i>e.g., by keeping a journal</i>) 	Explain by <ul style="list-style-type: none"> 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 	Explain by <ul style="list-style-type: none"> Describing uses of tools or objects with a peer (<i>e.g., from illustrated phrase walls</i>) Sequencing content-related processes by drawing and describing objects (<i>e.g., from seeds to plants</i>) 	Explain by <ul style="list-style-type: none"> 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

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LISTENING	Process arguments by <ul style="list-style-type: none"> Identifying personal choices (e.g., “<i>Show me your favorite...</i>”) from different examples Classifying everyday objects by descriptive features (e.g., <i>red ones, blue ones</i>) 	Process arguments by <ul style="list-style-type: none"> Discriminating between words and phrases related to personal choices (e.g., “<i>The park or the zoo?</i>”) <ul style="list-style-type: none"> Identifying oral preferences stated by others (e.g., <i>choosing pictures or objects</i>) 	Process arguments by <ul style="list-style-type: none"> Acting out opposites using gestures (e.g., <i>through songs or chants</i>) Responding non-verbally to show agreement or disagreement with opinions of others (e.g., <i>thumbs up, thumbs down</i>) 	Process arguments by <ul style="list-style-type: none"> Drawing to make predictions from illustrated stories read aloud (e.g., “<i>What happens next?</i>”) <ul style="list-style-type: none"> Classifying fact from fiction in oral discourse (e.g., <i>through physical responses or sorting pictures</i>) 	Process arguments by <ul style="list-style-type: none"> Agreeing or disagreeing with oral claims using gestures (e.g., “<i>Tomorrow will be hotter than today.</i>”) <ul style="list-style-type: none"> Identifying reasons for choices in real life scenarios read aloud (e.g., <i>by circling pictures</i>) 	Process arguments by <ul style="list-style-type: none"> 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
SPEAKING	Argue by <ul style="list-style-type: none"> Stating personal likes from oral prompts (e.g., <i>sports, food, animals</i>) Naming choices from models (e.g., “<i>Apple or banana?</i>”) 	Argue by <ul style="list-style-type: none"> Stating personal preferences (e.g., “<i>I like this.</i>”) <ul style="list-style-type: none"> Agreeing or disagreeing with familiar questions (e.g., “<i>Are you ready?</i>” “<i>Yes I am.</i>”) 	Argue by <ul style="list-style-type: none"> Stating personal preferences or opinions (e.g., “<i>Recess is best.</i>”) <ul style="list-style-type: none"> Predicting everyday situations or events from illustrations 	Argue by <ul style="list-style-type: none"> Expressing likes, dislikes, or preferences with reasons (e.g., “<i>I like ____ because ____.</i>”) <ul style="list-style-type: none"> Giving reasons for classifying familiar objects with classmates (e.g., <i>in open sorts</i>) 	Argue by <ul style="list-style-type: none"> Offering personal opinions about content-related ideas in small groups <ul style="list-style-type: none"> Giving reasons for content-related information when modeled (e.g., “<i>These animals go together because they have spots.</i>”) 	Argue by <ul style="list-style-type: none"> Agreeing or disagreeing with reasons for categorizing content-related information with a partner <ul style="list-style-type: none"> Stating personal opinions with justification for content-related ideas or topics

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READING	Process arguments by <ul style="list-style-type: none"> Pointing to labeled pictures or objects of personal preferences Matching illustrations to words of personal interest as modeled 	Process arguments by <ul style="list-style-type: none"> Classifying labeled pictures of personal choices from stories according to different character traits Making choices from illustrated descriptions read aloud and sharing with peers (<i>e.g., based on “or” phrases</i>) 	Process arguments by <ul style="list-style-type: none"> Predicting next steps, actions, or events in informational text and stories read aloud (<i>e.g., by pointing to pictures</i>) Indicating agreement or disagreement with authors’ points of view of text read aloud with a partner 	Process arguments by <ul style="list-style-type: none"> Interpreting pictures in informational text as true or false in small groups Comparing choices of different characters in illustrated text read aloud (<i>e.g., using T charts</i>) 	Process arguments by <ul style="list-style-type: none"> 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 	Process arguments by <ul style="list-style-type: none"> Identifying different points of view from illustrated text with prompting and support Identifying similarities in and differences between two texts on the same topic (<i>e.g., pasting or matching words found in both sources</i>)
WRITING	Argue by <ul style="list-style-type: none"> Illustrating likes or dislikes from real-life objects or pictures Drawing or making collages about personal interests or content-related topics in small groups 	Argue by <ul style="list-style-type: none"> Drawing and reproducing words about preferences (<i>e.g., from charts or posters</i>) Stating personal choices from models (<i>e.g., labeling photos or drawings of self</i>) 	Argue by <ul style="list-style-type: none"> Agreeing or disagreeing with choices (<i>e.g., producing “yes” or “no”</i>) from models Completing text about personal opinions on different topics (<i>e.g., “I like ____.”</i>) 	Argue by <ul style="list-style-type: none"> Producing statements about choices using different models as examples (<i>e.g., “I want to ____.”</i>) Building short sentences from personal preferences using pictures or photos with partners 	Argue by <ul style="list-style-type: none"> Making requests to indicate preferences (<i>e.g., “Can I have ...?”</i>) Listing reasons for content-related choices with guidance and support (<i>e.g., “Why do you like number 5?”</i>) 	Argue by <ul style="list-style-type: none"> Composing opinion pieces using content-related language with prompting and support Making claims using content-related language about topics or books (<i>e.g., dictated to adults</i>)

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By the end of each of the given levels of English language proficiency* English language learners can...

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ORAL LANGUAGE	Discuss by <ul style="list-style-type: none"> Attending to the speaker to demonstrate understanding Following routines, chants, and songs 	Discuss by <ul style="list-style-type: none"> Addressing others according to relationship (<i>e.g., student-student, student-teacher</i>) Participating in exchanges between peers (<i>e.g., thumb buddies, turn and talk</i>) 	Discuss by <ul style="list-style-type: none"> Working together collaboratively (<i>e.g., taking turns, listening to others</i>) Using language and body movement to include others in conversations 	Discuss by <ul style="list-style-type: none"> Proposing ideas to contribute to conversations Asking questions to request clarification 	Discuss by <ul style="list-style-type: none"> Asking questions to extend conversations Demonstrating active listening to show respect to the speaker 	Discuss by <ul style="list-style-type: none"> Sustaining conversations on a topic Building on comments/responses of others

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To order more copies of this booklet, please visit the WIDA Store at <https://www.wceps.org/Store/WIDA> or call toll free 1- 877-272-5593 or e-mail store@wceps.org.

Acknowledgements

The development of the Can Do Descriptors represents the work of many educators in the field. WIDA would like to extend its appreciation to everyone who contributed through their expertise to this work, including the staff at the Center for Applied Linguistics for their ongoing partnership and support.

Please visit www.wida.us to view a full list of educators who participated on the development workshop, national experts who shared their expertise in the development process, and those who participated in the review of the Can Do descriptors.



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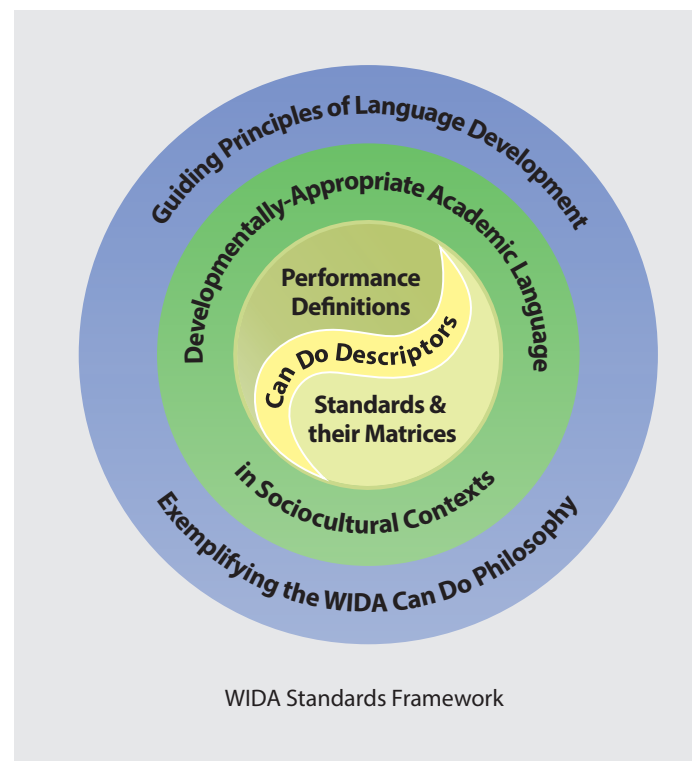
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LISTENING	Process recounts by <ul style="list-style-type: none"> Mimicking gestures or movement associated with oral commands Matching key words or expressions in songs, chants, and poems to illustrations 	Process recounts by <ul style="list-style-type: none"> Acting out oral statements using manipulatives or real-life objects Pointing to objects, characters or places from oral descriptions 	Process recounts by <ul style="list-style-type: none"> Sequencing pictures of stories read aloud (<i>e.g., beginning, middle, end</i>) Following modeled oral instructions related to content 	Process recounts by <ul style="list-style-type: none"> Identifying characters, plots, and settings from oral stories Finding details in illustrated narrative or informational text read aloud 	Process recounts by <ul style="list-style-type: none"> Constructing models based on instructions from extended oral discourse with a partner Following multi-step oral directions during content-related activities 	Process recounts by <ul style="list-style-type: none"> Matching relevant details to main ideas presented in oral discourse Identifying different genres through multiple readings of text by adults (<i>e.g., rhymes, stories, informational text</i>)
SPEAKING	Recount by <ul style="list-style-type: none"> Repeating words, phrases and memorized chunks of language related to different topics Answering yes or no questions about stories or experiences 	Recount by <ul style="list-style-type: none"> Stating content-related facts in context (<i>e.g., playing telephone</i>) Describing characters or places in picture books 	Recount by <ul style="list-style-type: none"> Retelling simple stories from picture cues Participating in dialog with peers on familiar topics 	Recount by <ul style="list-style-type: none"> Restating information with some details Summarizing a series of familiar events or routines 	Recount by <ul style="list-style-type: none"> Presenting information on content-related topics Sharing details about personal experiences with peers and adults 	Recount by <ul style="list-style-type: none"> Producing discourse appropriate to task and situation Rehearsing content-related presentations with peers

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process recounts by <ul style="list-style-type: none"> Using pictures and illustrations to identify themes or storylines Matching vocabulary to illustrated stories 	Process recounts by <ul style="list-style-type: none"> Pointing to icons, letters, or illustrated words that represent ideas Identifying repetitive words and phrases in texts 	Process recounts by <ul style="list-style-type: none"> Identifying Wh- words in questions (<i>e.g., who, what, when</i>) Recalling content-related information from illustrated texts read aloud 	Process recounts by <ul style="list-style-type: none"> Identifying the main topic of texts Ordering illustrations based on sequence of events from texts read aloud 	Process recounts by <ul style="list-style-type: none"> Distinguishing among characters, settings, and events in narratives Reconstructing texts read orally using drawings or re-enacting text with performances 	Process recounts by <ul style="list-style-type: none"> Identifying who is telling the story at various points in texts Matching original text to paraphrased versions
WRITING	Recount by <ul style="list-style-type: none"> Forming words using a variety of strategies Answering Wh- oral questions or using icons to plan stories 	Recount by <ul style="list-style-type: none"> Providing information in graphic organizers Presenting content-related information labeling visuals or graphics 	Recount by <ul style="list-style-type: none"> Describing feelings or reactions to personal events or situations Recalling information from events or experiences 	Recount by <ul style="list-style-type: none"> Producing a series of related sentences from transition word starters (<i>e.g., first, next, last</i>) Describing observations first-hand or from media 	Recount by <ul style="list-style-type: none"> Composing stories or narratives using sequential language Editing personal narratives based on criteria for success 	Recount by <ul style="list-style-type: none"> Producing narratives with at least two sequential events Producing narrative sequences from timelines and labeled drawings

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process explanations by <ul style="list-style-type: none"> Identifying real-life objects based on descriptive oral phrases or short sentences Pointing to objects or people reflective of content-related vocabulary (<i>e.g., family members</i>) 	Process explanations by <ul style="list-style-type: none"> Classifying real-life objects according to their function based on oral directions Interpreting oral descriptions and matching them to illustrations 	Process explanations by <ul style="list-style-type: none"> Following peer statements to create projects Identifying illustrated cycles or processes described orally 	Process explanations by <ul style="list-style-type: none"> Following illustrated content-related procedures shared orally Organizing real-life objects based on oral comparisons 	Process explanations by <ul style="list-style-type: none"> Organizing causes and effects of various phenomena presented orally Using strategies and procedures shared by peers 	Process explanations by <ul style="list-style-type: none"> Identifying details from oral descriptions of processes or procedures Representing ideas from oral discussions or multimedia
SPEAKING	Explain by <ul style="list-style-type: none"> Answering questions with words or phrases (<i>e.g., "Go washroom."</i>) Describing pictures or classroom objects 	Explain by <ul style="list-style-type: none"> Demonstrating how to do something using gestures or real-life objects (<i>e.g., tie a bow</i>) Describing what people do from action pictures (<i>e.g., jobs of community workers</i>) 	Explain by <ul style="list-style-type: none"> Stating associations between two objects, people, or events (<i>e.g., "Lidia is my sister and Lisa is my sister."</i>) Telling why something happened 	Explain by <ul style="list-style-type: none"> Connecting ideas by building on guided conversations with peers Describing in detail the function of objects or roles of people 	Explain by <ul style="list-style-type: none"> Stating conditions for cause and effect (<i>e.g., "If it rains, I play inside."</i>) Elaborating on details of content-related procedures 	Explain by <ul style="list-style-type: none"> Asking and answering content-related "how" and "why" questions Expressing connected ideas with supporting details

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By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF EXPLAIN

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process explanations by <ul style="list-style-type: none"> Identifying icons from illustrated texts or media with a partner Sorting objects according to their use based on labeled illustrations 	Process explanations by <ul style="list-style-type: none"> Matching descriptive labels or headings to illustrated text Identifying labeled illustrations signaled by Wh- questions 	Process explanations by <ul style="list-style-type: none"> Sorting illustrated content words and phrases into categories Matching labeled illustrations to “how” or “why” questions 	Process explanations by <ul style="list-style-type: none"> Finding details in illustrated narrative or informational texts read aloud Identifying what authors say in oral stories 	Process explanations by <ul style="list-style-type: none"> Ordering content-related events according to information in illustrated texts Identifying steps or stages of content-related processes or events from informational or explanatory texts 	Process explanations by <ul style="list-style-type: none"> Identifying words and phrases related to cause and effect Identifying reasons for actions in stories, songs, and poems
WRITING	Explain by <ul style="list-style-type: none"> Designing, drawing and labeling content-specific models Identifying topics through photographs, illustrated word walls, or software 	Explain by <ul style="list-style-type: none"> Labeling and illustrating observations over time (<i>e.g., growing plants</i>) Describing people, places, or objects from illustrated examples 	Explain by <ul style="list-style-type: none"> Classifying illustrated words and phrases into groups (<i>e.g., “Animals that fly. Animals that swim.”</i>) Comparing real-life objects, numbers, or animals using models 	Explain by <ul style="list-style-type: none"> Describing models related to content-related phenomena in pictures or real-life Expressing feelings and a reason related to situations or events 	Explain by <ul style="list-style-type: none"> Describing causes and effects of actions and strategies Sequencing steps in solving problems using short sentences, illustrations, and symbols 	Explain by <ul style="list-style-type: none"> Predicting how stories, events, or situations might end Producing texts that can name a topic and supply topic-related facts

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process arguments by <ul style="list-style-type: none"> • Answering questions about likes and preferences • Identifying words or phrases that express opinions 	Process arguments by <ul style="list-style-type: none"> • Evaluating options to make personal choices from oral simple sentences • Signaling agreement or disagreement with short oral statements using gestures (e.g., “<i>Today is Monday.</i>” “<i>Clap one time for yes. Clap two times for no.</i>”) 	Process arguments by <ul style="list-style-type: none"> • Classifying objects according to descriptive oral statements • Following conditional directions (e.g., “<i>Raise two hands if you like ice cream.</i>”) 	Process arguments by <ul style="list-style-type: none"> • Organizing information from oral comparisons of people or objects • Identifying claims about real-life objects or events based on observations or experiences 	Process arguments by <ul style="list-style-type: none"> • Identifying claims and reasons from oral discourse • Identifying reasons for choices from oral stories 	Process arguments by <ul style="list-style-type: none"> • Identifying reasons authors give to support points in text read aloud • Distinguishing opinions from reasons in oral discourse
SPEAKING	Argue by <ul style="list-style-type: none"> • Expressing preferences in naming and pointing to objects • Repeating language to express agreement or disagreement 	Argue by <ul style="list-style-type: none"> • Responding to short statements or questions about choices (e.g., “<i>I am sure.</i>” “<i>I am not sure.</i>”) • Stating likes and dislikes to participate in conversations with peers 	Argue by <ul style="list-style-type: none"> • Describing characters or objects using pictures or actions • Stating choices of materials or supplies and reasons for their selection 	Argue by <ul style="list-style-type: none"> • Justifying the use of objects for particular purposes • Supporting content-related ideas with examples 	Argue by <ul style="list-style-type: none"> • Comparing and contrasting content-related ideas (e.g., “<i>Winter is hot in Hawaii. Winter is cold in Alaska.</i>”) • Providing evidence for specific claims 	Argue by <ul style="list-style-type: none"> • Defending solutions to simple problems • Elaborating reasons to justify content-related ideas

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process arguments by <ul style="list-style-type: none"> • Categorizing labeled pictures or photographs • Identifying opinions from illustrated statements (<i>e.g., likes and dislikes</i>) 	Process arguments by <ul style="list-style-type: none"> • Identifying information related to events from graphics (<i>e.g., birthday charts, weather calendars</i>) • Sharing likes and dislikes using environmental print 	Process arguments by <ul style="list-style-type: none"> • Identifying persuasive words in written phrases or statements in context (<i>e.g., “have to,” “must”</i>) • Identifying language of wants and needs in illustrated short stories read aloud 	Process arguments by <ul style="list-style-type: none"> • Distinguishing characters’ opinions or preferences from illustrated text read aloud • Determining the author’s point of view from illustrated texts 	Process arguments by <ul style="list-style-type: none"> • Determining what happens next from illustrated observations • Identifying evidence or reasons in peers’ written text 	Process arguments by <ul style="list-style-type: none"> • Predicting meaning of words based on clues from sentence-level context • Identifying similarities in and differences between two texts on the same topic (<i>e.g., in illustrations, descriptions, or procedures</i>)
WRITING	Argue by <ul style="list-style-type: none"> • Indicating agreement with opinions of others using labeled drawings • Drawing icons or symbols to represent preferences 	Argue by <ul style="list-style-type: none"> • Producing simple sentences from models about likes, wants, and needs (<i>e.g., “I like..., I don’t like...”</i>) • Supplying facts about topics 	Argue by <ul style="list-style-type: none"> • Participating in interactive journals with peers • Stating preferences related to social and academic topics (<i>e.g., “I want to go...”</i>) 	Argue by <ul style="list-style-type: none"> • Describing patterns in processes and stories to use as evidence • Stating reasons for particular claims or opinions in content-related topics 	Argue by <ul style="list-style-type: none"> • Providing simple edits to peers’ writing • Elaborating content-related claims with examples 	Argue by <ul style="list-style-type: none"> • Using persuasive language in a variety of sentences • Producing opinion pieces by stating an opinion and providing a connected reason

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By the end of each of the given levels of English language proficiency* English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
ORAL LANGUAGE	Discuss by <ul style="list-style-type: none"> Tracking the speakers to demonstrate understanding Sharing pictures, created work, or visuals to contribute to conversations 	Discuss by <ul style="list-style-type: none"> Following along familiar routines of small and large groups Recognizing different types of intonation used by speakers 	Discuss by <ul style="list-style-type: none"> Asking clarifying questions Inviting others to participate 	Discuss by <ul style="list-style-type: none"> Using intonation appropriate for the purposes of communication Restating statements to clarify ideas 	Discuss by <ul style="list-style-type: none"> Asking and answering questions to maintain conversations Elaborate on someone else's comments to participate in conversations 	Discuss by <ul style="list-style-type: none"> Sustaining conversations by responding to comments made in multiple exchanges Asking and answering questions about key details in social and academic contexts

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Please visit www.wida.us to view a full list of educators who participated on the development workshop, national experts who shared their expertise in the development process, and those who participated in the review of the Can Do descriptors.



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Can Do Descriptors

KEY USES EDITION

Grades 2-3

The WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The WIDA Can Do Descriptors provide examples of what language learners **can do** at various stages of English language development in listening, speaking, reading and writing. The *WIDA Can Do Descriptors, Key Uses Edition* is one component of the WIDA Standards Framework (shown at right). The framework, as a whole, supports the implementation of the WIDA English Language Development Standards in the instruction and assessment of language learners. We encourage educators to use the *WIDA Can Do Descriptors, Key Uses Edition* in conjunction with the other components of the framework, along with the previous edition of the Can Do Descriptors. For more information on the WIDA Standards Framework, visit www.wida.us.

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:

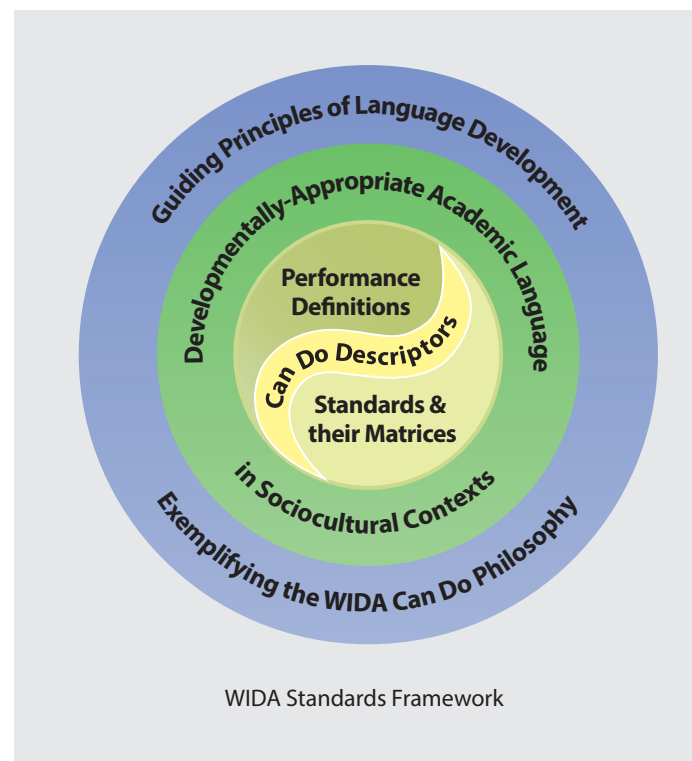
Recount: To display knowledge or narrate experiences or events. Example tasks for the Key Use of **Recount** include telling or summarizing stories, producing information reports, and sharing past experiences.

Explain: To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of **Explain** include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.

Argue: To persuade by making claims supported by evidence. Example tasks for the Key Use of **Argue** include stating preferences or opinions and constructing arguments with evidence.

Discuss: To interact with others to build meaning and share knowledge. Example tasks for the Key Use of **Discuss** include participating in small or large group activities and projects.

The *WIDA Can Do Descriptors, Key Uses Edition* and 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.



Organization of the WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The *WIDA Can Do Descriptors, Key Uses Edition* is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA's six levels of language proficiency (ELP Levels 1–6).

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.

For three of the Key Uses (**Recount**, **Explain**, and **Argue**) you'll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use **Discuss** are only shown for oral language. The Key Use **Discuss** highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

Potential Uses for the WIDA Can Do Descriptors, Key Uses Edition

Audiences	The WIDA Can Do Descriptors, Key Uses Edition can help....
Educators who work with language learners, including coaches, teachers (<i>e.g., general education, gifted and talented, special education, Title I</i>), language specialists, and support staff.	<ul style="list-style-type: none">• 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
Administrators and school leaders	<ul style="list-style-type: none">• Communicate with other educators about students' English language development• Support the WIDA Can Do Philosophy throughout schools and districts• Advocate for equitable access to content for language learners based on their level of language proficiency

Stakeholders are encouraged to use the Can Do Descriptors beyond the audiences and purposes identified above to advocate on behalf of language learners.

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process recounts by <ul style="list-style-type: none"> Showing what happens next based on familiar oral stories (<i>e.g., by pointing or drawing</i>) Drawing or providing other visual displays of people, animals, or objects in response to oral prompts 	Process recounts by <ul style="list-style-type: none"> Identifying the “who,” “where” and “when” of illustrated statements Identifying main materials or resources from oral descriptions 	Process recounts by <ul style="list-style-type: none"> Identifying linking words or phrases related to passage of time in speech (<i>e.g., “on Monday” “the next day”</i>) Illustrating events in response to audio recordings of stories or poems 	Process recounts by <ul style="list-style-type: none"> Re-enacting content-related situations or events from oral descriptions Identifying content-related ideas from oral discourse using multi-media (<i>e.g., retracing steps of a process</i>) 	Process recounts by <ul style="list-style-type: none"> Identifying details of content-related topics from oral discourse Making designs or models following oral directions and specifications (<i>e.g., maps, origami</i>) 	Process recounts by <ul style="list-style-type: none"> 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
SPEAKING	Recount by <ul style="list-style-type: none"> Responding to questions related to stories or experiences (<i>e.g., “Who came to the door?”</i>) Acting out and naming events or experiences throughout the school day 	Recount by <ul style="list-style-type: none"> Reproducing facts or statements in context Participating in multi-media presentations based on research 	Recount by <ul style="list-style-type: none"> Retelling simple stories from picture cues Stating information from personal or school-related experiences 	Recount by <ul style="list-style-type: none"> Sequencing events in stories with temporal transitions (<i>e.g., “After the sun set...”</i>) Describing situations and events from school and the community 	Recount by <ul style="list-style-type: none"> Describing main ideas of content-related information Asking and answering questions about information from speakers 	Recount by <ul style="list-style-type: none"> Providing descriptive details of content-related information or activities Naming the steps for producing multi-media presentations with some detail

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process recounts by <ul style="list-style-type: none"> Identifying key words and phrases in illustrated text Signaling language associated with content-related information (<i>e.g., during preview, view, & review</i>) 	Process recounts by <ul style="list-style-type: none"> Identifying time-related language in context (<i>e.g., in biographies</i>) Illustrating experiences of characters in illustrated statements 	Process recounts by <ul style="list-style-type: none"> Creating timelines or graphic organizers from illustrated related statements or paragraphs Identifying temporal-related words that signal order of events (<i>e.g., "In the beginning..."</i>) 	Process recounts by <ul style="list-style-type: none"> Ordering a series of events based on familiar texts Identifying main ideas and details in illustrated texts 	Process recounts by <ul style="list-style-type: none"> Paraphrasing narratives or informational text with support (<i>e.g., arranging paragraph strips</i>) Highlighting relevant information in grade-level texts to produce summaries 	Process recounts by <ul style="list-style-type: none"> Identifying setting and character details from grade-level text Determining the central messages, lessons, or morals of fables and folktales from diverse cultures
WRITING	Recount by <ul style="list-style-type: none"> Labeling images that illustrate the steps for different processes (<i>e.g., writing workshop</i>) Creating visual representations of ideas or stories 	Recount by <ul style="list-style-type: none"> Listing ideas using graphic organizers Describing visual information 	Recount by <ul style="list-style-type: none"> Retelling past experiences Expressing ideas in various genres (<i>e.g., poetry, interactive journals</i>) 	Recount by <ul style="list-style-type: none"> Describing a series of events or procedures Creating stories with details about characters and events 	Recount by <ul style="list-style-type: none"> Describing the sequence of content-related ideas Providing details and examples about narratives 	Recount by <ul style="list-style-type: none"> Signaling order of events using temporal words and phrases Relating real or imagined experiences or events

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process explanations by <ul style="list-style-type: none"> Pointing to visual characteristics of models or real-life objects from oral clues Pairing objects, pictures, or equations as directed by a partner 	Process explanations by <ul style="list-style-type: none"> Matching oral descriptions to photos, pictures, or icons Following simple sequences presented orally to create patterns or sequences 	Process explanations by <ul style="list-style-type: none"> Carrying out steps described orally to solve problems Completing graphic organizers or representations from oral comparisons 	Process explanations by <ul style="list-style-type: none"> Identifying connectors in speech or text read aloud Identifying content-related ideas and details in oral discourse 	Process explanations by <ul style="list-style-type: none"> 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 	Process explanations by <ul style="list-style-type: none"> Distinguishing shades of meaning among closely related words in oral discourse (<i>e.g., jump/leap, huge/enormous</i>) Comparing strategies from extended oral discourse
SPEAKING	Explain by <ul style="list-style-type: none"> Describing the outcomes of experiments or stories with guidance and visual support Naming or answering Wh-questions related to classroom routines (<i>e.g., "What do we do now?"</i>) 	Explain by <ul style="list-style-type: none"> Naming steps in processes or procedures Describing familiar phenomena in words or phrases 	Explain by <ul style="list-style-type: none"> Describe relationships between objects or uses for tools Expressing cause and effect of behaviors or events 	Explain by <ul style="list-style-type: none"> Stating details of processes or procedures Describing consequences of behaviors or occurrences 	Explain by <ul style="list-style-type: none"> Connecting ideas in content-related presentations Elaborating on the cause of various phenomena (<i>e.g., shooting stars, sunsets</i>) 	Explain by <ul style="list-style-type: none"> 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

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process explanations by <ul style="list-style-type: none"> Identifying words and phrases in titles and highlighted texts Matching pictures with graphic information from illustrated texts 	Process explanations by <ul style="list-style-type: none"> Interpreting images, illustrations, and graphics Identifying elements of expository texts (<i>e.g., graphs, captions</i>) in illustrated texts 	Process explanations by <ul style="list-style-type: none"> Sequencing sentences descriptive of processes or procedures in informational texts Locating details in content area texts or media 	Process explanations by <ul style="list-style-type: none"> Illustrating cause/effect relationships in content area texts Classifying main ideas and details in informational or explanatory texts 	Process explanations by <ul style="list-style-type: none"> Identifying relevant information from texts on the same content area topic (<i>e.g., in open sorts</i>) Identifying the main purpose of texts 	Process explanations by <ul style="list-style-type: none"> 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
WRITING	Explain by <ul style="list-style-type: none"> Listing and illustrating ideas Stating facts associated with images or illustrations 	Explain by <ul style="list-style-type: none"> Describing elements of processes or procedures Stating how something happens using illustrations and sequential language (<i>e.g., eruption of volcanoes</i>) 	Explain by <ul style="list-style-type: none"> Comparing causes of different phenomena Stating ideas about content-related topics 	Explain by <ul style="list-style-type: none"> Relating details and illustrating stages of different cycles (<i>e.g. frogs, plants</i>) Describing strategies to solve problems 	Explain by <ul style="list-style-type: none"> Describing details of processes, procedures, and events Producing “how to” manuals based on personal experiences or scientific experiments 	Explain by <ul style="list-style-type: none"> Elaborating topics with facts, definitions, and details Comparing different strategies related to procedures or problem-solving

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process arguments by <ul style="list-style-type: none"> Indicating personal points of view in response to oral phrases or short sentences (<i>e.g., by thumbs up/thumbs down; agree/disagree cards</i>) Identifying preferences from short oral statements 	Process arguments by <ul style="list-style-type: none"> Distinguishing opinions from facts from peers' oral presentations Categorizing content-based pictures or objects from oral descriptions (<i>e.g., "animals that form groups to help members survive"</i>) 	Process arguments by <ul style="list-style-type: none"> Identifying similarities and differences from oral content-related materials or equipment Identifying different points of view in short oral dialogues 	Process arguments by <ul style="list-style-type: none"> Interpreting oral information from different sides Identifying opposing sides of arguments in dialogues 	Process arguments by <ul style="list-style-type: none"> Comparing oral arguments with representations and models Identifying claims in oral presentations 	Process arguments by <ul style="list-style-type: none"> Identifying evidence to support claims/opinions from multimedia Following agreed-upon rules for discussions around differing opinions
SPEAKING	Argue by <ul style="list-style-type: none"> Stating a claim or position from models or examples Sharing facts as evidence using sentence starters or sentence frames 	Argue by <ul style="list-style-type: none"> Telling what comes next and showing why Sharing reasons for opinions or claims (<i>e.g., science experiments</i>) 	Argue by <ul style="list-style-type: none"> Describing organizing categories for content-related information (<i>e.g., fish/birds, forests/deserts</i>) Asking and answering questions in collaborative groups 	Argue by <ul style="list-style-type: none"> Defend claims or opinions to content-related topics Posing different solutions to content-related issues or problems 	Argue by <ul style="list-style-type: none"> Expressing and supporting different ideas with examples Providing evidence to defend own ideas 	Argue by <ul style="list-style-type: none"> Connecting personal comments to the remarks of others to build a case for ideas or opinions Summarizing ideas or opinions from two sides

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process arguments by <ul style="list-style-type: none"> Identifying facts in illustrated informational text read orally Identifying language related to likes, needs, and wants in labeled illustrations 	Process arguments by <ul style="list-style-type: none"> Distinguishing fact from fiction (<i>e.g., using sentence strips or highlighting texts</i>) Identifying claims or opinions in illustrated texts 	Process arguments by <ul style="list-style-type: none"> 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 (<i>e.g., “once upon a time” indicates a fairy tale</i>) 	Process arguments by <ul style="list-style-type: none"> Sorting content-related information according to specific criteria (<i>e.g., pros and cons</i>) Identifying reasons to strengthen arguments 	Process arguments by <ul style="list-style-type: none"> Identifying data from written sources to support positions Matching opinions to reasons in informational texts and literature 	Process arguments by <ul style="list-style-type: none"> Identifying authors’ point of view in texts Evaluating characters, settings, and events from a variety of media
WRITING	Argue by <ul style="list-style-type: none"> Indicating decisions or preferences through labeled pictures, words, or phrases Providing evidence of natural phenomena or opinions through labeled drawings 	Argue by <ul style="list-style-type: none"> Participating in shared opinion writing experiences Connecting preferences, choices, or opinions to reasons 	Argue by <ul style="list-style-type: none"> Communicating different content-related ideas or opinions Describing pros and cons related to social issues or familiar topics 	Argue by <ul style="list-style-type: none"> Supporting main ideas or opinions with evidence from texts Providing evidence to support or refute peers’ ideas 	Argue by <ul style="list-style-type: none"> Producing persuasive pieces supported by multiple reasons or details Stating reasoning for content-related choices 	Argue by <ul style="list-style-type: none"> Elaborating on opinions and reasons Comparing and contrasting important points and details presented in two texts on the same topic

*Except for Level 6, for which there is no ceiling.

By the end of each of the given levels of English language proficiency* English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
ORAL LANGUAGE	Discuss by <ul style="list-style-type: none"> Expressing own ideas through drawings, gestures, words and phrases Expressing agreement/disagreement nonverbally (<i>e.g., thumbs up or down</i>) 	Discuss by <ul style="list-style-type: none"> Asking yes or no questions to request clarification Recognizing how different intonation conveys different meanings 	Discuss by <ul style="list-style-type: none"> Negotiating agreement in small groups Expressing own ideas consistent with the topic discussed 	Discuss by <ul style="list-style-type: none"> Expressing own ideas and supporting ideas of others Proposing new solutions to resolve conflict in small groups 	Discuss by <ul style="list-style-type: none"> Initiating and maintaining conversations Challenging ideas respectfully Listening to, building, and extending ideas 	Discuss by <ul style="list-style-type: none"> Sharing topic-related information Building on remarks of others by linking comments Maintaining audience engagement through specific language and body movement

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Acknowledgements

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Please visit www.wida.us to view a full list of educators who participated on the development workshop, national experts who shared their expertise in the development process, and those who participated in the review of the Can Do descriptors.



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www.wida.us



Can Do Descriptors

KEY USES EDITION

Grades 4-5

The WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The WIDA Can Do Descriptors provide examples of what language learners **can do** at various stages of English language development in listening, speaking, reading and writing. The *WIDA Can Do Descriptors, Key Uses Edition* is one component of the WIDA Standards Framework (shown at right). The framework, as a whole, supports the implementation of the WIDA English Language Development Standards in the instruction and assessment of language learners. We encourage educators to use the *WIDA Can Do Descriptors, Key Uses Edition* in conjunction with the other components of the framework, along with the previous edition of the Can Do Descriptors. For more information on the WIDA Standards Framework, visit www.wida.us.

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:

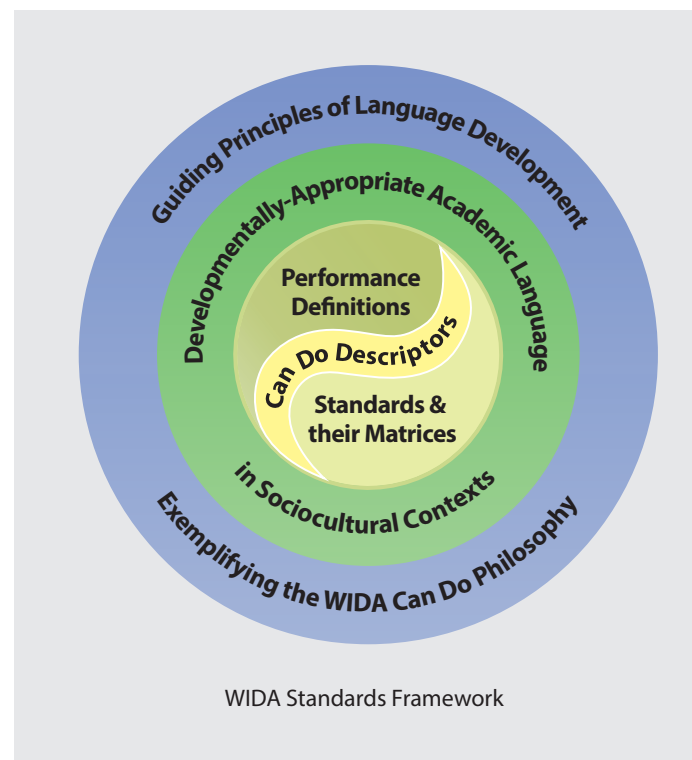
Recount: To display knowledge or narrate experiences or events. Example tasks for the Key Use of **Recount** include telling or summarizing stories, producing information reports, and sharing past experiences.

Explain: To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of **Explain** include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.

Argue: To persuade by making claims supported by evidence. Example tasks for the Key Use of **Argue** include stating preferences or opinions and constructing arguments with evidence.

Discuss: To interact with others to build meaning and share knowledge. Example tasks for the Key Use of **Discuss** include participating in small or large group activities and projects.

The *WIDA Can Do Descriptors, Key Uses Edition* and 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 context curriculum, instruction, and assessment.



Organization of the WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The *WIDA Can Do Descriptors, Key Uses Edition* is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA's six levels of language proficiency (ELP Levels 1–6).

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.

For three of the Key Uses (**Recount**, **Explain**, and **Argue**) you'll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use **Discuss** are only shown for oral language. The Key Use **Discuss** highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

Potential Uses for the WIDA Can Do Descriptors, Key Uses Edition

Audiences	The WIDA Can Do Descriptors, Key Uses Edition can help....
Educators who work with language learners, including coaches, teachers (<i>e.g., general education, gifted and talented, special education, Title I</i>), language specialists, and support staff.	<ul style="list-style-type: none">• 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
Administrators and school leaders	<ul style="list-style-type: none">• Communicate with other educators about students' English language development• Support the WIDA Can Do Philosophy throughout schools and districts• Advocate for equitable access to content for language learners based on their level of language proficiency

Stakeholders are encouraged to use the Can Do Descriptors beyond the audiences and purposes identified above to advocate on behalf of language learners.

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process recounts by <ul style="list-style-type: none"> Matching oral words and phrases to content-related pictures or objects Identifying the topic in oral statements 	Process recounts by <ul style="list-style-type: none"> Classifying time-related language in oral statements (<i>e.g., present, past, future</i>) Connecting the context of narratives (<i>e.g., the who, what, when, & where</i>) to illustrations 	Process recounts by <ul style="list-style-type: none"> Identifying the beginning, middle and end in oral retelling of a text Following tasks and directions retold by peers 	Process recounts by <ul style="list-style-type: none"> Sequencing events or steps based on oral reading of informational text Recognizing the language of related genres (<i>e.g., news reports, historical accounts</i>) 	Process recounts by <ul style="list-style-type: none"> Identifying related information from multiple sources presented orally Recognizing the key historical, scientific or technical language used in a mini-lecture 	Process recounts by <ul style="list-style-type: none"> Identifying the overall structure (<i>e.g., chronology</i>) of events, ideas, concepts, or information in oral presentations Differentiating similarities and differences of information presented through multimedia and written text
SPEAKING	Recount by <ul style="list-style-type: none"> Stating key words and phrases associated with the content using visual or graphic support Communicating personal experiences orally 	Recount by <ul style="list-style-type: none"> Retelling short stories or content-related events Stating procedural steps across content areas 	Recount by <ul style="list-style-type: none"> Presenting detailed content-related information that has been rehearsed Stating main ideas in classroom conversations on social and academic topics 	Recount by <ul style="list-style-type: none"> Giving content-related oral reports Sequencing steps to solve a problem 	Recount by <ul style="list-style-type: none"> Conveying personal and content-related experiences in a team Using technical and specific vocabulary when sharing content information 	Recount by <ul style="list-style-type: none"> Summarizing discussions on content-related topics Expanding on topics with descriptive details using varied vocabulary

*Except for Level 6, for which there is no ceiling.

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process recounts by <ul style="list-style-type: none"> Identifying words in context during oral reading of illustrated text on familiar topics or experiences Highlighting previewed or familiar phrases 	Process recounts by <ul style="list-style-type: none"> Classifying time-related language in text as present or past Identifying the “who,” “what,” “where,” and “when” in narrative text with a partner 	Process recounts by <ul style="list-style-type: none"> Sequencing events in stories or content-related processes Identifying main ideas in narrative and informational text 	Process recounts by <ul style="list-style-type: none"> Connecting details to main ideas or themes Identifying conclusions in multi-paragraph text 	Process recounts by <ul style="list-style-type: none"> Becoming familiar with the language of related genres (<i>e.g., news reports, historical accounts</i>) Summarizing information from multiple related sources 	Process recounts by <ul style="list-style-type: none"> Identifying the overall structure (<i>e.g., chronology</i>) of events, ideas, concepts, or information in text Highlighting events or procedures that happened in historical, scientific, or technical text
WRITING	Recount by <ul style="list-style-type: none"> Communicating personal experiences through drawings and words Reproducing a series of events through illustrated text 	Recount by <ul style="list-style-type: none"> Listing procedural steps across content areas Listing positive and negative effects of events in informational or narrative text 	Recount by <ul style="list-style-type: none"> Using key words and phrases reflective of main ideas Conveying details using concrete words and phrases 	Recount by <ul style="list-style-type: none"> Relating a sequence of events using a variety of transitional words, phrases, and clauses Synthesizing information across related texts (<i>e.g., author study</i>) 	Recount by <ul style="list-style-type: none"> Producing content-related reports Creating narratives that connect personal experiences and content 	Recount by <ul style="list-style-type: none"> Summarizing content-related information Using narrative themes to extend the storyline

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process explanations by <ul style="list-style-type: none"> Sequencing oral procedures or cycles with images Distinguishing key words and phrases related to phenomena 	Process explanations by <ul style="list-style-type: none"> Organizing routine causal or sequential relationships described orally Following oral directions to show recurring steps in cycles or problem-solving 	Process explanations by <ul style="list-style-type: none"> Interpreting cause and effect relationships in conversations Recognizing relationships in a series of oral statements 	Process explanations by <ul style="list-style-type: none"> Identifying precise details, descriptions, or comparisons that support conversation Following oral information on how or why phenomena occur 	Process explanations by <ul style="list-style-type: none"> Recognizing language used to enhance the specificity of phenomena in class discussions Identifying components of systems (<i>e.g., ecosystems, branches of government</i>) in small group interactions 	Process explanations by <ul style="list-style-type: none"> Interpreting the specific language used to enhance descriptions of phenomena Attending to the language related to events or phenomena in peer presentations
SPEAKING	Explain by <ul style="list-style-type: none"> Naming components of phenomena using illustrations, photographs, or diagrams Demonstrating procedures using realia 	Explain by <ul style="list-style-type: none"> Giving reasons why or how something works using diagrams, charts or images Stating key words or phrases in processes in a sequential order 	Explain by <ul style="list-style-type: none"> Stating clear sequential procedures to peers Comparing data or information 	Explain by <ul style="list-style-type: none"> Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts Presenting detailed information in small groups 	Explain by <ul style="list-style-type: none"> Elaborating by adding precision and details to content-related sequence or causal phenomena Describing relationships of components within systems (<i>e.g., ecosystems, government</i>) 	Explain by <ul style="list-style-type: none"> Analyzing how variables contribute to events or outcomes Maintaining a formal register

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process explanations by <ul style="list-style-type: none"> Matching illustrated words/ phrases to causal or sequential language Sequencing sentences strips to show content-area processes from illustrated texts 	Process explanations by <ul style="list-style-type: none"> Identifying different types of connectors (<i>e.g., first, next, because, so</i>) Identifying key words and phrases that describe the topic or phenomena 	Process explanations by <ul style="list-style-type: none"> Matching causes with effects Identifying words or phrases to determine the type of explanation (<i>e.g., linear sequence, cycle, system</i>) 	Process explanations by <ul style="list-style-type: none"> Identifying the different words or phrases that are used to describe the same topic or phenomena Organizing information on how or why phenomena occur 	Process explanations by <ul style="list-style-type: none"> Identifying how text provides clear details of the topic or phenomena Identifying components of systems (<i>e.g., ecosystems, government</i>) 	Process explanations by <ul style="list-style-type: none"> Identifying how text presents information in a factual or neutral manner Evaluating the specific language used to enhance descriptions of phenomena
WRITING	Explain by <ul style="list-style-type: none"> Producing short-answer responses to questions using word/ phrase banks Labeling charts and graphs to describe phenomena (<i>e.g., organisms in ecosystems</i>) 	Explain by <ul style="list-style-type: none"> Using key terms related to phenomena Ordering linear and cyclical sequences of phenomena (<i>e.g., the steps of how a volcano erupts</i>) 	Explain by <ul style="list-style-type: none"> Connecting related ideas or concepts using linking words and phrases Answering “how” or “why” questions (<i>e.g., “How does the water cycle work?” “Why are there three branches of government?”</i>) 	Explain by <ul style="list-style-type: none"> Presenting information on processes or phenomena from a variety of sources Elaborating topics with facts, definitions, concrete details, or quotations and examples 	Explain by <ul style="list-style-type: none"> Describing how factors contribute to events or outcomes Describing how systems relate or interact 	Explain by <ul style="list-style-type: none"> Presenting information on processes or phenomena supported by facts and details in essays and reports Selecting the appropriate organizational structure for the particular purpose

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process arguments by <ul style="list-style-type: none"> Matching illustrations with oral points of view Identifying language related to facts or opinions from oral presentations 	Process arguments by <ul style="list-style-type: none"> Sorting evidence and claims from oral descriptions Distinguishing words and phrases related to opinions or facts from oral statements 	Process arguments by <ul style="list-style-type: none"> Identifying different perspectives, stances, or points of view Recognizing reasons for positions in oral presentations 	Process arguments by <ul style="list-style-type: none"> Identifying evidence that supports predictions or hypotheses Differentiating between multiple points of view in class discussions 	Process arguments by <ul style="list-style-type: none"> Distinguishing certainty from uncertainty of spoken words or phrases in context Identifying the degree of formality in oral presentations 	Process arguments by <ul style="list-style-type: none"> Recognizing the strength of the quality of evidence presented in oral discourse Identifying the purpose of arguments
SPEAKING	Argue by <ul style="list-style-type: none"> Stating reasons for choices using words or phrases Answering yes/no or choice questions across content or personal preferences 	Argue by <ul style="list-style-type: none"> Stating opinions based on experiences Responding to opinion statements of others with personal preferences 	Argue by <ul style="list-style-type: none"> Expressing opinions using content-area specific language Presenting content-based facts that support a position 	Argue by <ul style="list-style-type: none"> Stating relevant evidence for claims Responding to opinion statements of others with reasons or evidence 	Argue by <ul style="list-style-type: none"> Supporting claims with evidence from various sources Using claims and evidence to persuade an audience 	Argue by <ul style="list-style-type: none"> Countering with a different point of view Stating conclusions based on a summary of information from the various sides

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process arguments by <ul style="list-style-type: none"> Identifying key words and phrases of claims Identifying a claim or an opinion in multimedia with a partner 	Process arguments by <ul style="list-style-type: none"> Identifying language indicative of points of view Organizing evidence based on sequential language in texts Differentiating between claims and evidence 	Process arguments by <ul style="list-style-type: none"> Identifying evidence from multiple places within text Identifying different perspectives, stances, or points of view 	Process arguments by <ul style="list-style-type: none"> Hypothesizing or predicting based on evidence Comparing multiple points of view on a topic 	Process arguments by <ul style="list-style-type: none"> Connecting personal experience with textual evidence to strengthen an interpretation of the text Evaluating the strength of evidence as support for claims 	Process arguments by <ul style="list-style-type: none"> Evaluating claims and evidence by drawing from multiple print sources Differentiating from the strength of different pieces of evidence as support for claims
WRITING	Argue by <ul style="list-style-type: none"> Selecting words and phrases to represent points of view using facts from illustrated text or posters Using key words or phrases related to the topic 	Argue by <ul style="list-style-type: none"> Stating reasons for particular points of view Listing pros and cons of issues 	Argue by <ul style="list-style-type: none"> Connecting reasons to opinions supported by facts and details Making adjustments for audience and context 	Argue by <ul style="list-style-type: none"> Comparing and contrasting evidence for claims Providing reasons and evidence which support particular points 	Argue by <ul style="list-style-type: none"> Evaluating positive and negative implications associated with various positions (<i>e.g., historical events, scientific discoveries</i>) Including evidence from multiple sources 	Argue by <ul style="list-style-type: none"> Organizing ideas and information logically and coherently Integrating information from multiple sources to provide evidence for claims

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
ORAL LANGUAGE	Discuss by <ul style="list-style-type: none"> Expressing own ideas in a variety of ways (<i>e.g., drawing, using gestures, graphing</i>) Tracking the person speaking Sharing own work (<i>e.g., graphic organizers, drawings</i>) to contribute to the conversation 	Discuss by <ul style="list-style-type: none"> Taking turns and applying conventions specific to particular conversations Addressing others according to relationship (<i>e.g., student-peers, student-teacher</i>) 	Discuss by <ul style="list-style-type: none"> Asking clarifying questions to demonstrate engagement Using examples to clarify statements Answering questions to contribute to a topic 	Discuss by <ul style="list-style-type: none"> Elaborating on statements of others to extend ideas Presenting creative solutions to resolve communication issues Contributing ideas to co-create group responses 	Discuss by <ul style="list-style-type: none"> Recognizing how language can be used to express bias and influence others Challenging ideas respectfully Managing conversations to stay focused on a topic 	Discuss by <ul style="list-style-type: none"> Examining the value of examples to bring clarity to statements Extend conversations by developing topics with clear examples and information

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Can Do Descriptors

KEY USES EDITION

Grades 6-8

The WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The WIDA Can Do Descriptors provide examples of what language learners **can do** at various stages of English language development in listening, speaking, reading and writing. The *WIDA Can Do Descriptors, Key Uses Edition* is one component of the WIDA Standards Framework (shown at right). The framework, as a whole, supports the implementation of the WIDA English Language Development Standards in the instruction and assessment of language learners. We encourage educators to use the *WIDA Can Do Descriptors, Key Uses Edition* in conjunction with the other components of the framework, along with the previous edition of the Can Do Descriptors. For more information on the WIDA Standards Framework, visit www.wida.us.

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:

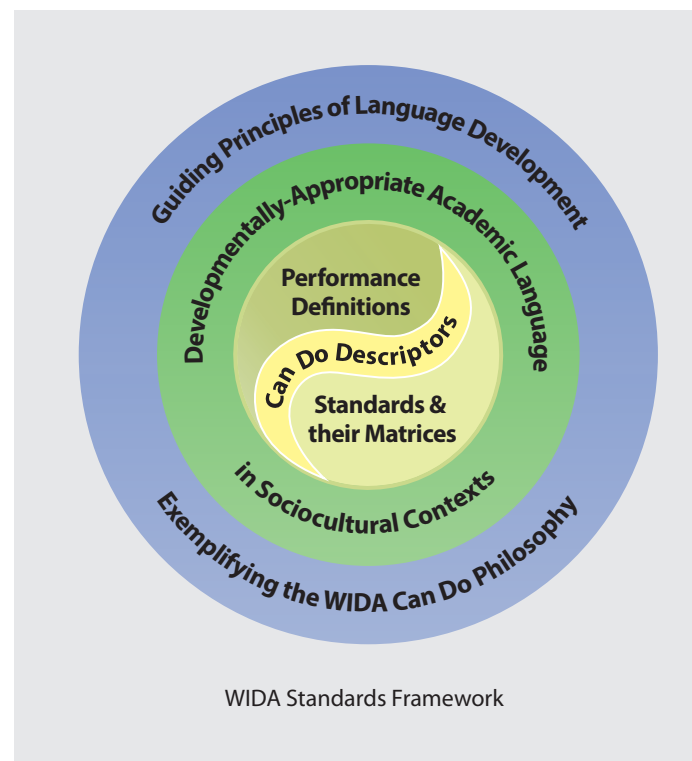
Recount: To display knowledge or narrate experiences or events. Example tasks for the Key Use of **Recount** include telling or summarizing stories, producing information reports, and sharing past experiences.

Explain: To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of **Explain** include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.

Argue: To persuade by making claims supported by evidence. Example tasks for the Key Use of **Argue** include stating preferences or opinions and constructing arguments with evidence.

Discuss: To interact with others to build meaning and share knowledge. Example tasks for the Key Use of **Discuss** include participating in small or large group activities and projects.

The *WIDA Can Do Descriptors, Key Uses Edition* and 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 context curriculum, instruction, and assessment.



Organization of the WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The *WIDA Can Do Descriptors, Key Uses Edition* is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA's six levels of language proficiency (ELP Levels 1–6).

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.

For three of the Key Uses (**Recount**, **Explain**, and **Argue**) you'll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use **Discuss** are only shown for oral language. The Key Use **Discuss** highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

Potential Uses for the WIDA Can Do Descriptors, Key Uses Edition

Audiences	The WIDA Can Do Descriptors, Key Uses Edition can help....
Educators who work with language learners, including coaches, teachers (<i>e.g., general education, gifted and talented, special education, Title I</i>), language specialists, and support staff.	<ul style="list-style-type: none">• 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
Administrators and school leaders	<ul style="list-style-type: none">• Communicate with other educators about students' English language development• Support the WIDA Can Do Philosophy throughout schools and districts• Advocate for equitable access to content for language learners based on their level of language proficiency

Stakeholders are encouraged to use the Can Do Descriptors beyond the audiences and purposes identified above to advocate on behalf of language learners.

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process recounts by <ul style="list-style-type: none"> Identifying familiar objects or places from oral statements Pointing to objects, people, or places based on short oral descriptions 	Process recounts by <ul style="list-style-type: none"> Sequencing labeled visuals per oral directions Identifying settings or time frames in narrative or informational scenarios read aloud 	Process recounts by <ul style="list-style-type: none"> Matching main ideas of familiar text read aloud to visuals Stating the next event in a series based on clues from narrative or informational oral texts 	Process recounts by <ul style="list-style-type: none"> Identifying main ideas and details in oral discourse Evaluating oral presentations of peers based on criteria for success 	Process recounts by <ul style="list-style-type: none"> Categorizing details of content-related main ideas seen and heard in videos or other technologies Sequencing a series of illustrated events from oral passages (e.g., <i>historical recaps</i>) 	Process recounts by <ul style="list-style-type: none"> Identifying key ideas expressed orally Identifying new information expressed by others
SPEAKING	Recount by <ul style="list-style-type: none"> Answering select Wh-questions Naming and briefly describing past community or school events using visual support (e.g., <i>posters, photographs</i>) 	Recount by <ul style="list-style-type: none"> Stating main ideas or points of classroom conversations Restating details of content-related topics (in home language and English) in small groups 	Recount by <ul style="list-style-type: none"> Relating a series of events by expressing time in multiple tenses Connecting ideas in content-related discourse using transitions 	Recount by <ul style="list-style-type: none"> Paraphrasing and summarizing content-related ideas presented orally Connecting ideas with supporting details in a variety of oral venues 	Recount by <ul style="list-style-type: none"> Producing oral multimedia, content-related reports based on research from multiple sources Tracing the evolution of literary characters, themes, and plots from different venues (e.g., <i>digital text or video</i>) 	Recount by <ul style="list-style-type: none"> Restating new information expressed by others in extended speech Posing questions that elicit elaboration and responding to others' questions and comments

*Except for Level 6, for which there is no ceiling.

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process recounts by <ul style="list-style-type: none"> Identifying responses to Wh-questions in charts or illustrated text Identifying icons in graphs, charts, and environmental print related to familiar topics 	Process recounts by <ul style="list-style-type: none"> Sequencing illustrated text of narrative or informational events Locating main ideas in a series of simple sentences 	Process recounts by <ul style="list-style-type: none"> Identifying topic sentences, main ideas, and details in paragraphs Connecting people to actions based on oral descriptions with details 	Process recounts by <ul style="list-style-type: none"> Ordering paragraphs in narrative and informational text Identifying summaries of passages in a variety of genres 	Process recounts by <ul style="list-style-type: none"> Sequencing main ideas, events, and conclusions in narrative and informational text Matching details of content-related topics to main ideas 	Process recounts by <ul style="list-style-type: none"> Identifying a central idea of a text and how it is conveyed through particular details; summarizing text absent personal opinions or judgments Evaluating how a central event is introduced, illustrated, and elaborated in text (<i>e.g., through examples or anecdotes</i>)
WRITING	Recount by <ul style="list-style-type: none"> Producing labeled illustrations of conclusions reached in problem-solving with a partner Reproducing words and phrases related to topics (<i>e.g., including cognates</i>) 	Recount by <ul style="list-style-type: none"> Completing sentences using word banks Producing statements related to main ideas on familiar topics in home language and English 	Recount by <ul style="list-style-type: none"> Producing short paragraphs with main ideas and some details Composing dialogues or blogs based on personal experiences 	Recount by <ul style="list-style-type: none"> Producing content-related reports Reproducing a sequence of events or experiences using transitional words 	Recount by <ul style="list-style-type: none"> Producing research reports using multiple sources Summarizing conclusions reached from steps in problem-solving or conducting experiments 	Recount by <ul style="list-style-type: none"> Providing a concluding statement or section that follows from and supports the information presented Conveying sequence, signaling shifts from one time frame to another, and showing the relationships among experiences and events

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process explanations by <ul style="list-style-type: none"> Matching instructional language, given orally, with visual representation (<i>e.g., "Show me your schedule."</i>) Identifying functions of content-related topics based on short oral statements reinforced visually (<i>e.g., organisms in ecosystems</i>) 	Process explanations by <ul style="list-style-type: none"> Classifying content-related visuals per oral descriptions (<i>e.g., environmental v. genetic factors</i>) Matching oral sentences of cause and effect to illustrations (<i>e.g., weather or climate conditions</i>) 	Process explanations by <ul style="list-style-type: none"> Matching main ideas of familiar text read aloud with visuals Showing differences between or among content-related phenomena described orally (<i>e.g., descriptive statistics</i>) 	Process explanations by <ul style="list-style-type: none"> Identifying relationships between people, ideas, or events in oral discourse Matching complex oral descriptions to images, graphs, or formulas 	Process explanations by <ul style="list-style-type: none"> Carrying out a series of oral directions to construct mathematical or scientific models Connecting details to main ideas based on extended oral discourse 	Process explanations by <ul style="list-style-type: none"> Evaluating main ideas and supporting details presented in diverse media and oral formats Developing models from oral discourse and multimedia (<i>e.g., YouTube videos</i>)
SPEAKING	Explain by <ul style="list-style-type: none"> Comparing attributes of real-life objects with a partner Showing how to solve real-world problems using symbols, numerals, graphs, or diagrams 	Explain by <ul style="list-style-type: none"> Describing situations from modeled sentences Connecting two content-related ideas that define "how" or "why" 	Explain by <ul style="list-style-type: none"> Demonstrating how to conduct experiments, engage in processes, or solve problems with supports Stating why events occur, phenomena exist, or some things happen 	Explain by <ul style="list-style-type: none"> Comparing content-related concepts Connecting ideas with supporting details to show relationships (<i>e.g., characters' actions to their feelings</i>) 	Explain by <ul style="list-style-type: none"> Giving demonstrations with step-by-step details (<i>e.g., converting Fahrenheit to Celsius</i>) Evaluating the significance of events, people, or phenomena in oral presentations 	Explain by <ul style="list-style-type: none"> Adapting speech to a variety of contexts and tasks (<i>e.g., use of register</i>) Posing questions that connect several speakers' ideas and responding to others' ideas

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process explanations by <ul style="list-style-type: none"> Matching content-related objects, pictures, or media to words and phrases Identifying social or academic topics highlighted in text 	Process explanations by <ul style="list-style-type: none"> Comparing ideas on the same topic in a series of simple sentences Identifying how content-related phenomena relate to one another in illustrated text or media 	Process explanations by <ul style="list-style-type: none"> Illustrating relationships between main ideas and details in paragraphs Sequencing steps or events to describe processes (<i>e.g., solving math problems</i>) 	Process explanations by <ul style="list-style-type: none"> Matching content-related cause to effect in graphically-supported text Highlighting text evidence that points to how systems function (<i>e.g., different forms of government</i>) 	Process explanations by <ul style="list-style-type: none"> Sorting grade-level text by highlighting elements of the genre (<i>e.g., differentiating the “how” from the “why”</i>) Sequencing events based on cause and effect (<i>e.g., how machines operate</i>) 	Process explanations by <ul style="list-style-type: none"> Comparing and contrasting information from experiments, simulations, videos, or multimedia sources with that of text on the same topics Identifying factors that contribute to phenomena in explanations
WRITING	Explain by <ul style="list-style-type: none"> Indicating relationships by drawing and labeling content-related pictures on familiar topics Describing processes or cycles by labeling diagrams and graphs 	Explain by <ul style="list-style-type: none"> Connecting short sentences Comparing illustrated descriptions of content-related concepts (<i>e.g., mitosis v. meiosis</i>) 	Explain by <ul style="list-style-type: none"> Comparing and contrasting information, events, or characters Producing descriptive paragraphs around a central idea 	Explain by <ul style="list-style-type: none"> Describing relationships between details or examples and supporting ideas Connecting content-related themes or topics to main ideas 	Explain by <ul style="list-style-type: none"> Producing informational text around graphs and charts Comparing content-related ideas from multiple sources in essays, reports, and narratives 	Explain by <ul style="list-style-type: none"> Determining two or more central ideas in text and tracing their development Evaluating the interactions between individuals, events, and ideas in text (<i>e.g., how ideas influence individuals or events and the converse</i>)

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process arguments by <ul style="list-style-type: none"> • Signaling agreement or disagreement of short oral statements or questions • Identifying points of view (<i>e.g., first or third person</i>) from short statements 	Process arguments by <ul style="list-style-type: none"> • Identifying claims from a series of oral statements • Identifying evidence to support claims from charts and tables 	Process arguments by <ul style="list-style-type: none"> • Illustrating claims or reasons from oral narratives • Identifying opposing perspectives from oral text (<i>e.g., sides in wars, regimes, or revolutions</i>) 	Process arguments by <ul style="list-style-type: none"> • Matching evidence to claims in oral discourse • Formulating opinions based on evidence presented within oral discourse 	Process arguments by <ul style="list-style-type: none"> • Establishing connections among claims, arguments, and supporting evidence within oral discourse • Comparing opposing points-of-view presented within oral discourse 	Process arguments by <ul style="list-style-type: none"> • Evaluating the soundness of opposing claims presented orally • Identifying bias within claims in oral discourse
SPEAKING	Argue by <ul style="list-style-type: none"> • Responding yes or no to short statements or questions related to a claim • Expressing personal points of view (in home language and English) in support of or against a claim 	Argue by <ul style="list-style-type: none"> • Answering simple questions related to claims • Stating evidence to support claims (in home language and English) 	Argue by <ul style="list-style-type: none"> • Critiquing opposing claims • Evaluating the value of options in content-based situations 	Argue by <ul style="list-style-type: none"> • Connecting ideas with supporting details or evidence • Taking stances and summarizing ideas supporting them 	Argue by <ul style="list-style-type: none"> • Engaging in debates on content-related topics with claims and counterclaims along with reasonable evidence • Defending points of view with specific claims 	Argue by <ul style="list-style-type: none"> • Paraphrasing new information expressed by others and, when warranted, modifying views or positions • Making presentations with multimedia components to clarify claims and emphasize salient points

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process arguments by <ul style="list-style-type: none"> Identifying words or phrases associated with topic choices Classifying true from false short statements 	Process arguments by <ul style="list-style-type: none"> Distinguishing facts from opinions in text Identifying features associated with content-related claims 	Process arguments by <ul style="list-style-type: none"> Identifying claims and the reasons for each claim Identifying opposing points of view 	Process arguments by <ul style="list-style-type: none"> Identifying evidence to support analysis of what texts say (<i>e.g., position papers</i>) Classifying pros and cons of claims and evidence presented within written texts 	Process arguments by <ul style="list-style-type: none"> Evaluating evidence presented in support of claims Developing a stance in favor of or against claims presented within content-related text 	Process arguments by <ul style="list-style-type: none"> Identifying specific evidence to support analyses of content area text Distinguishing among facts, reasoned judgment, and speculation in text
WRITING	Argue by <ul style="list-style-type: none"> Generating words and phrases that represent opinions (<i>e.g., "I think..."</i>) Making lists of topic choices with peers 	Argue by <ul style="list-style-type: none"> Stating opinions using evaluative language related to content (<i>e.g., "I agree. Metric is better."</i>) Connecting simple sentences to form content-related ideas 	Argue by <ul style="list-style-type: none"> Substantiating opinions with content-related examples and evidence Providing feedback to peers on language used for claims and evidence 	Argue by <ul style="list-style-type: none"> Crafting persuasive pieces (<i>e.g., editorials</i>) with a series of substantiated content-related claims Composing scripts with protagonists and antagonists 	Argue by <ul style="list-style-type: none"> Presenting opinions in persuasive essays or reports backed by content-related research Justifying ideas using multiple sources 	Argue by <ul style="list-style-type: none"> Introducing claims and opposing claims, along with their associated reasons and evidence Closing with concluding statements or paragraphs that support claims

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
ORAL LANGUAGE	Discuss by <ul style="list-style-type: none"> Using appropriate nonverbal behaviors to show engagement and listening Contributing to conversations by sharing own work (<i>e.g., pictures, posters, graphics</i>) 	Discuss by <ul style="list-style-type: none"> Inviting others to participate Answering Wh-questions in conversations Connecting ideas to one's experiences 	Discuss by <ul style="list-style-type: none"> Supporting ideas with examples Asking clarifying questions to demonstrate engagement Generating new questions to maintain conversations 	Discuss by <ul style="list-style-type: none"> Recognizing purposes of contributions in conversations Demonstrating awareness of personal bias when defending one's point of view 	Discuss by <ul style="list-style-type: none"> Building on the ideas of others Listening to others with a purpose (<i>e.g., to challenge own or others' ideas</i>) 	Discuss by <ul style="list-style-type: none"> Presenting organized ideas and information on content topics including the use of graphics and multimedia Synthesizing ideas of several speakers, posing questions, and responding with evidence, examples, and ideas

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Please visit www.wida.us to view a full list of educators who participated on the development workshop, national experts who shared their expertise in the development process, and those who participated in the review of the Can Do descriptors.



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Can Do Descriptors

KEY USES EDITION

Grades 9-12

The WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The WIDA Can Do Descriptors provide examples of what language learners **can do** at various stages of English language development in listening, speaking, reading and writing. The *WIDA Can Do Descriptors, Key Uses Edition* is one component of the WIDA Standards Framework (shown at right). The framework, as a whole, supports the implementation of the WIDA English Language Development Standards in the instruction and assessment of language learners. We encourage educators to use the *WIDA Can Do Descriptors, Key Uses Edition* in conjunction with the other components of the framework, along with the previous edition of the Can Do Descriptors. For more information on the WIDA Standards Framework, visit www.wida.us.

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:

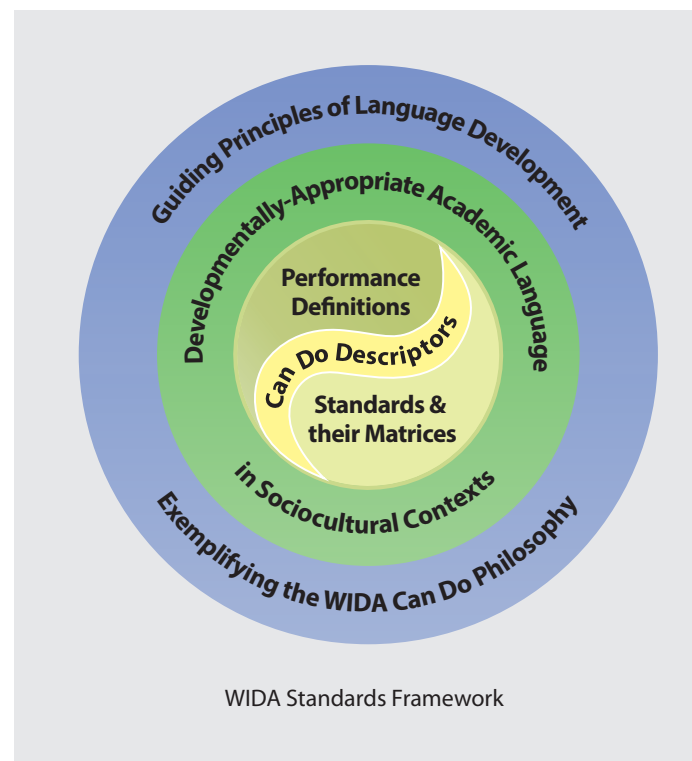
Recount: To display knowledge or narrate experiences or events. Example tasks for the Key Use of **Recount** include telling or summarizing stories, producing information reports, and sharing past experiences.

Explain: To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of **Explain** include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.

Argue: To persuade by making claims supported by evidence. Example tasks for the Key Use of **Argue** include stating preferences or opinions and constructing arguments with evidence.

Discuss: To interact with others to build meaning and share knowledge. Example tasks for the Key Use of **Discuss** include participating in small or large group activities and projects.

The *WIDA Can Do Descriptors, Key Uses Edition* and 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 context curriculum, instruction, and assessment.



Organization of the WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The *WIDA Can Do Descriptors, Key Uses Edition* is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA's six levels of language proficiency (ELP Levels 1–6).

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.

For three of the Key Uses (**Recount**, **Explain**, and **Argue**) you'll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use **Discuss** are only shown for oral language. The Key Use **Discuss** highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

Potential Uses for the WIDA Can Do Descriptors, Key Uses Edition

Audiences	The WIDA Can Do Descriptors, Key Uses Edition can help....
Educators who work with language learners, including coaches, teachers (<i>e.g., general education, gifted and talented, special education, Title I</i>), language specialists, and support staff.	<ul style="list-style-type: none">• 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
Administrators and school leaders	<ul style="list-style-type: none">• Communicate with other educators about students' English language development• Support the WIDA Can Do Philosophy throughout schools and districts• Advocate for equitable access to content for language learners based on their level of language proficiency

Stakeholders are encouraged to use the Can Do Descriptors beyond the audiences and purposes identified above to advocate on behalf of language learners.

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process recounts by <ul style="list-style-type: none"> Matching everyday oral content-related words and phrases to pictures, diagrams, or photographs Selecting resources, places, products, or figures from oral statements and visual supports 	Process recounts by <ul style="list-style-type: none"> Matching oral descriptions of characters or main events in content-related topics Following modeled oral commands 	Process recounts by <ul style="list-style-type: none"> Identifying main ideas from short content-related oral presentations Classifying examples of genres read aloud (<i>e.g., types of narration</i>) 	Process recounts by <ul style="list-style-type: none"> Following the steps of content-related tasks or assignments given orally Identifying details from oral discussions (<i>e.g., when, who, where, what, and why</i>) 	Process recounts by <ul style="list-style-type: none"> Reconstructing past experiences or series of events based on oral discourse Recognizing nuanced meanings of words and phrases in extended oral discourse 	Process recounts by <ul style="list-style-type: none"> Categorizing perspectives of multiple speakers Identifying important information on specific events and concepts from lectures and presentations
SPEAKING	Recount by <ul style="list-style-type: none"> Naming and briefly describing content topics using visual support (<i>e.g., posters, diagrams, pictures</i>) Answering select yes/no or Wh-questions 	Recount by <ul style="list-style-type: none"> Restating information using content-specific terms Providing examples of content-related information previously studied 	Recount by <ul style="list-style-type: none"> Posing and responding to questions in small group discussions Describing the sequence of processes, cycles, procedures, or events with details 	Recount by <ul style="list-style-type: none"> Presenting factual information on content-related topics to the class Paraphrasing and summarizing content-related ideas in large and small groups 	Recount by <ul style="list-style-type: none"> Engaging in extended discussion of effects, impacts, or events related to content topics Giving multimedia oral presentations on content-related material learned from various sources 	Recount by <ul style="list-style-type: none"> Adjusting presentation style, degree of formality, word choice, tone, and information to the context and audience Presenting information that follows discipline-specific organization (<i>e.g., orientation to topic, sequence of events, conclusion</i>)

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process recounts by <ul style="list-style-type: none"> Matching key content-related terms and ideas to images, graphs, icons, or diagrams Sequencing illustrated text of narrative or informational events 	Process recounts by <ul style="list-style-type: none"> Identifying patterns specific to narrative or informational text (<i>e.g., orientation, presentation of events, conclusion</i>) Locating main ideas in a series of related sentences 	Process recounts by <ul style="list-style-type: none"> Recognizing lexical chains that show how characters and ideas are labeled across the text Identifying detailed descriptions, procedures, and information in paragraphs 	Process recounts by <ul style="list-style-type: none"> Identifying how the authors make language choices and adjusts for audience and purpose Reflecting on various accounts of a subject told in different media (<i>e.g., print and multimedia</i>) 	Process recounts by <ul style="list-style-type: none"> Identifying how text structure supports comprehension and retrieval of information and details Identifying the central idea or theme and how it is supported by clear descriptions and extended details 	Process recounts by <ul style="list-style-type: none"> Analyzing and comparing how authors use language for specific purposes and audiences Identifying how authors develop and maintain cohesion by connecting ideas or events in extended texts
WRITING	Recount by <ul style="list-style-type: none"> Listing content words or phrases that relate to the topic Including images, diagrams, and charts to add details to the topic 	Recount by <ul style="list-style-type: none"> Following patterns specific to narrative or informational text (<i>e.g., orientation, presentation of events, conclusion</i>) Sequencing narratives or informational text using linking words and phrases 	Recount by <ul style="list-style-type: none"> Summarizing content-related material Including important information and related details 	Recount by <ul style="list-style-type: none"> Creating narrative or informational extended text of past events or experiences (<i>e.g., lab reports, current events</i>) Connecting main points, events, and central ideas to conclusions 	Recount by <ul style="list-style-type: none"> Sequencing using language that creates coherence Organizing information according to content-specific expectations 	Recount by <ul style="list-style-type: none"> Summarizing content-related notes from lectures or readings Producing research reports using multiple sources of information

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process explanations by <ul style="list-style-type: none"> Ordering events or stages of phenomena from oral statements Identifying words and phrases related to sequence 	Process explanations by <ul style="list-style-type: none"> Sequencing steps in processes or procedures described orally Comparing information, symbols, or icons on charts or tables described orally 	Process explanations by <ul style="list-style-type: none"> Recognizing relationships in a series of oral statements Identifying causes for particular events or phenomena in short oral presentations 	Process explanations by <ul style="list-style-type: none"> Identifying components of systems from multimedia Interpreting cause and effect from oral discourse 	Process explanations by <ul style="list-style-type: none"> Identifying effects and consequences of events and phenomena from class discussions Identifying interdependence of different parts of systems from multimedia presentations 	Process explanations by <ul style="list-style-type: none"> Recognizing specific language used to enhance clarity and precision Recognizing and following language related to the same event or phenomenon throughout presentations
SPEAKING	Explain by <ul style="list-style-type: none"> Ordering events or stages of phenomena with sequential language (<i>e.g., first, next, step 1</i>) Using words and phrases to identify visually supported phenomena 	Explain by <ul style="list-style-type: none"> Naming properties, characteristics or features of illustrated content-related topics Posing and responding to Wh-questions that relate to phenomena 	Explain by <ul style="list-style-type: none"> Connecting causes to effects in a series of statements Sequencing processes, cycles, or procedures in short extended discourse 	Explain by <ul style="list-style-type: none"> Describing components of systems in small groups and class discussions Providing precise words and phrases to provide details, descriptions, classifications, comparisons, causes/effects, or procedures 	Explain by <ul style="list-style-type: none"> Presenting information using an objective, neutral tone in extended discourse Using nominalization to compress information and maintain coherence (<i>e.g., "This expansion...", "Weathering...", "An implication..."</i>) 	Explain by <ul style="list-style-type: none"> Providing precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms Following discipline-specific organization (<i>e.g., orienting the reader, details, conclusion</i>) and supporting presentations with graphs, formulas, quotes or other media

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process explanations by <ul style="list-style-type: none"> Identifying key words and phrases that describe the topics or phenomena Recognizing sequence statements and illustrations that describe phenomena 	Process explanations by <ul style="list-style-type: none"> Identifying different types of connectors that show relationships between topics and phenomena Differentiating between technical and everyday vocabulary that describe phenomena 	Process explanations by <ul style="list-style-type: none"> Identifying how language provides clarity and precision in describing topics or phenomena Summarizing information with diagrams, models, flow charts, or illustrations 	Process explanations by <ul style="list-style-type: none"> Identifying the interdependence of parts of systems (<i>e.g., technical, government, chemical</i>) Comparing information on phenomena across a variety of multimedia sources 	Process explanations by <ul style="list-style-type: none"> Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples 	Process explanations by <ul style="list-style-type: none"> Recognizing discipline-specific patterns (<i>e.g., orienting the reader, part-whole classification, neutral/authoritative tone</i>) Identifying authors' precision and accuracy in classifications, comparisons, accounts, or procedures as a result of clear language choices
WRITING	Explain by <ul style="list-style-type: none"> Producing short responses to questions using word/phrase banks Labeling charts, graphs, timelines, or cycles to describe phenomena 	Explain by <ul style="list-style-type: none"> Using transitions and connectors to show causal relationships or procedures Choosing everyday or technical language to describe phenomena 	Explain by <ul style="list-style-type: none"> Choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures Integrating headings, introductory statements, and other features to organize text 	Explain by <ul style="list-style-type: none"> Presenting information objectively by using a neutral tone appropriate to the content area Integrating images, diagrams, formulas, or charts to describe phenomena 	Explain by <ul style="list-style-type: none"> Synthesizing information and details about phenomena from a variety of sources Organizing information and details logically and cohesively 	Explain by <ul style="list-style-type: none"> Developing ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations Maintaining discipline-specific patterns that bridge across key uses (<i>e.g., explanation to argument in history, explanation to recount for information reports</i>)

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process arguments by <ul style="list-style-type: none"> Matching oral information to pictures, diagrams, or photographs that show points of view Distinguishing words and phrases related to opinions or facts from oral statements 	Process arguments by <ul style="list-style-type: none"> Recognizing the pros or cons of issues from short oral statements Identifying claims in oral statements 	Process arguments by <ul style="list-style-type: none"> Organizing information related to different perspectives presented orally Identifying language choices that represent specific points of view from a series of oral statements 	Process arguments by <ul style="list-style-type: none"> Classifying claims and evidence from oral presentations Differentiating multiple perspectives presented orally 	Process arguments by <ul style="list-style-type: none"> Identifying how language choices connect to particular audiences Evaluating the purpose of arguments presented by others 	Process arguments by <ul style="list-style-type: none"> Identifying strengths, limitations, and potential biases from oral presentations Organizing claims and counter claims presented in debates
SPEAKING	Argue by <ul style="list-style-type: none"> Relating points of view with visual support (<i>e.g., posters, photographs</i>) Stating pros and cons listed visually on a topic 	Argue by <ul style="list-style-type: none"> Responding to oral or written claims Offering facts or opinion statements as appropriate to discussion 	Argue by <ul style="list-style-type: none"> Stating claims matched to evidence using a series of related sentences Suggesting details or reasons to reinforce points of view 	Argue by <ul style="list-style-type: none"> Taking stances and defending them with evidence (<i>e.g., using data or citations</i>) Comparing and contrasting different points of view 	Argue by <ul style="list-style-type: none"> Challenging evidence and claims in debates Convincing audiences of personal points of view using persuasive language 	Argue by <ul style="list-style-type: none"> Organizing claims and counter claims in debates with evidence from multiple sources Negotiating differing cultural perspectives in pairs or small groups

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process arguments by <ul style="list-style-type: none"> Matching media (<i>e.g., posters, photos, banners</i>) with point of view words and phrases Connecting characters/historical figures with positions or stances on various issues 	Process arguments by <ul style="list-style-type: none"> Making connections between statements that make claims and those providing evidence Distinguishing language that identifies facts and opinions 	Process arguments by <ul style="list-style-type: none"> Identifying their purposes and audiences Evaluating the strength of evidence statements 	Process arguments by <ul style="list-style-type: none"> Identifying persuasive language across content areas Following the progression of logical reasoning 	Process arguments by <ul style="list-style-type: none"> Recognizing multiple perspectives and points of view on any given issue Identifying evidence of bias and credibility of sources 	Process arguments by <ul style="list-style-type: none"> Evaluating word choice and nuance as tools for distinguishing facts, claims, reasoned judgment, and opinions Identifying the logical connections among claims, counterclaims, reasons, and evidence
WRITING	Argue by <ul style="list-style-type: none"> Selecting words and phrases to represent points of view Listing pros and cons of issues 	Argue by <ul style="list-style-type: none"> Expressing claims with evidence (<i>e.g., "Socialism is a good government system because..."</i>) Listing content-related ideas that represent different points of view on issues 	Argue by <ul style="list-style-type: none"> Justifying reasons or opinions with evidence Summarizing opposing positions with evidence 	Argue by <ul style="list-style-type: none"> Evaluating and challenging evidence presented Creating persuasive essays or reports making adjustments for specific audiences 	Argue by <ul style="list-style-type: none"> Organizing information to show logical reasoning Integrating multiple perspectives and evidence from a variety of sources 	Argue by <ul style="list-style-type: none"> Evaluating positive and negative implications associated with various positions (<i>e.g., historical events, scientific discoveries, individuals</i>) Organizing information logically and coherently to represent contrasting views

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
ORAL LANGUAGE	Discuss by <ul style="list-style-type: none"> Representing one's ideas using various media Responding to yes and no questions posed by the group Using nonverbal signals to demonstrate engagement in conversations 	Discuss by <ul style="list-style-type: none"> Asking and answering questions Communicating need for clarity of messages Recognizing intonation used to achieve various purposes of communication 	Discuss by <ul style="list-style-type: none"> Suggesting creative ways to resolve communication issues Clarifying one's own ideas using a variety of strategies (<i>e.g., analogies or metaphors, paraphrasing</i>) Asking clarifying questions in a respectful manner 	Discuss by <ul style="list-style-type: none"> Demonstrating stamina when building ideas in a small group Validating ideas of others Sorting through one's own ideas to determine relevant ones Providing and receiving constructive feedback from others tactfully 	Discuss by <ul style="list-style-type: none"> Co-creating novel perspectives on issues Responding to diverse perspectives and recognizing bias in one's own view Generating new ideas or questions to sustain conversations 	Discuss by <ul style="list-style-type: none"> Identifying and reacting to subtle differences in speech and register (<i>e.g., hyperbole, satire, comedy</i>) Producing coherent oral discourse appropriate to task, purpose, and audience Synthesizing and sharing information from a variety of sources and perspectives

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Please visit www.wida.us to view a full list of educators who participated on the development workshop, national experts who shared their expertise in the development process, and those who participated in the review of the Can Do descriptors.



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