

CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADE 1

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

**there is no ceiling for level 6

Language Proficiency Level	LISTENING			SPEAKING			Students	Discuss by:	
	Students	Process Recounts by:	Process Explanations by:	Process Arguments by:	Students	Recount by:			Explain by:
Level 1 Entering		<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 	<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 (e.g., <i>family members</i>) 	<ul style="list-style-type: none"> Answering questions about likes and preferences Identifying words or phrases that express opinions 		<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 	<ul style="list-style-type: none"> Answering questions with words or phrases (e.g., <i>"Go washroom."</i>) Describing pictures or classroom objects 	<ul style="list-style-type: none"> Expressing preferences in naming and pointing to objects Repeating language to express agreement or disagreement 	<ul style="list-style-type: none"> Tracking the speakers to demonstrate understanding Sharing pictures, created work, or visuals to contribute to conversations
Level 2 Emerging		<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 	<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 	<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>) 		<ul style="list-style-type: none"> Stating content-related facts in context (e.g., <i>playing telephone</i>) Describing characters or places in picture books 	<ul style="list-style-type: none"> Demonstrating how to do something using gestures or real-life objects (e.g., <i>tie a bow</i>) Describing what people do from action pictures (e.g., <i>jobs of community workers</i>) 	<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 	<ul style="list-style-type: none"> Following along familiar routines of small and large groups Recognizing different types of intonation used by speakers
Level 3 Developing		<ul style="list-style-type: none"> Sequencing pictures of stories read aloud (e.g., <i>beginning, middle, end</i>) Following modeled oral instructions related to content 	<ul style="list-style-type: none"> Following peer statements to create projects Identifying illustrated cycles or processes described orally 	<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>) 		<ul style="list-style-type: none"> Retelling simple stories from picture cues Participating in dialog with peers on familiar topics 	<ul style="list-style-type: none"> Stating associations between two objects, people, or events (e.g., <i>"Lidia is my sister and Lisa is my sister."</i>) Telling why something happened 	<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 	<ul style="list-style-type: none"> Asking clarifying questions Inviting others to participate
Level 4 Expanding		<ul style="list-style-type: none"> Identifying characters, plots, and settings from oral stories Finding details in illustrated narrative or informational text read aloud 	<ul style="list-style-type: none"> Following illustrated content-related procedures shared orally Organizing real-life objects based on oral comparisons 	<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 		<ul style="list-style-type: none"> Restating information with some details Summarizing a series of familiar events or routines 	<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 	<ul style="list-style-type: none"> Justifying the use of objects for particular purposes Supporting content-related ideas with examples 	<ul style="list-style-type: none"> Using intonation appropriate for the purposes of communication Restating statements to clarify ideas
Level 5 Bridging		<ul style="list-style-type: none"> Constructing models based on instructions from extended oral discourse with a partner Following multistep oral directions during content-related activities 	<ul style="list-style-type: none"> Organizing causes and effects of various phenomena presented orally Using strategies and procedures shared by peers 	<ul style="list-style-type: none"> Identifying claims and reasons from oral discourse Identifying reasons for choices from oral stories 		<ul style="list-style-type: none"> Presenting information on content-related topics Sharing details about personal experiences with peers and adults 	<ul style="list-style-type: none"> Stating conditions for cause and effect (e.g., <i>"If it rains, I play inside."</i>) Elaborating on details of content-related procedures 	<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 	<ul style="list-style-type: none"> Asking and answering questions to maintain conversations Elaborate on someone else's comments to participate in conversations
Level 6 Reaching		<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 (e.g., <i>rhymes, stories, informational text</i>) 	<ul style="list-style-type: none"> Identifying details from oral descriptions of processes or procedures Representing ideas from oral discussions or multimedia 	<ul style="list-style-type: none"> Identifying reasons authors give to support points in text read aloud Distinguishing opinions from reasons in oral discourse 		<ul style="list-style-type: none"> Producing discourse appropriate to task and situation Rehearsing content-related presentations with peers 	<ul style="list-style-type: none"> Asking and answering content-related "how" and "why" questions Expressing connected ideas with supporting details 	<ul style="list-style-type: none"> Defending solutions to simple problems Elaborating reasons to justify content-related ideas 	<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

**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.

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 contest curriculum, instruction, and assessment.

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

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Language Proficiency Level	READING				WRITING			
	Students	Process Recounts by:	Process Explanations by:	Process Arguments by:	Students	Recount by:	Explain by:	Argue by:
Level 1 Entering		<ul style="list-style-type: none"> Using pictures and illustrations to identify themes or storylines Matching vocabulary to illustrated stories 	<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 	<ul style="list-style-type: none"> Categorizing labeled pictures or photographs Identifying opinions from illustrated statements (e.g., <i>likes and dislikes</i>) 		<ul style="list-style-type: none"> Forming words using a variety of strategies Answering Wh- oral questions or using icons to plan stories 	<ul style="list-style-type: none"> Designing, drawing and labeling content-specific models Identifying topics through photographs, illustrated word walls, or software 	<ul style="list-style-type: none"> Indicating agreement with opinions of others using labeled drawings Drawing icons or symbols to represent preferences
Level 2 Emerging		<ul style="list-style-type: none"> Pointing to icons, letters, or illustrated words that represent ideas Identifying repetitive words and phrases in texts 	<ul style="list-style-type: none"> Matching descriptive labels or headings to illustrated text Identifying labeled illustrations signaled by Wh- questions 	<ul style="list-style-type: none"> Identifying information related to events from graphics (e.g., birthday charts, weather calendars) Sharing likes and dislikes using environmental print 		<ul style="list-style-type: none"> Providing information in graphic organizers Presenting content related information labeling visuals or graphics 	<ul style="list-style-type: none"> Labeling and illustrating observations over time (e.g., <i>growing plants</i>) Describing people, places, or objects from illustrated examples 	<ul style="list-style-type: none"> Producing simple sentences from models about likes, wants, and needs (e.g., <i>"I like...", "I don't like..."</i>) Supplying facts about topics
Level 3 Developing		<ul style="list-style-type: none"> Identifying Wh- words in questions (e.g., <i>who, what, when</i>) Recalling content-related information from illustrated texts read aloud 	<ul style="list-style-type: none"> Sorting illustrated content words and phrases into categories Matching labeled illustrations to "how" or "why" questions 	<ul style="list-style-type: none"> Identifying persuasive words in written phrases or statements in context (e.g., <i>"have to," "must"</i>) Identifying language of wants and needs in illustrated short stories read aloud 		<ul style="list-style-type: none"> Describing feelings or reactions to personal events or situations Recalling information from events or experiences 	<ul style="list-style-type: none"> Classifying illustrated words and phrases into groups (e.g., <i>"Animals that fly. Animals that swim."</i>) Comparing real-life objects, numbers, or animals using models 	<ul style="list-style-type: none"> Participating in interactive journals with peers Stating preferences related to social and academic topics (e.g., <i>"I want to go..."</i>)
Level 4 Expanding		<ul style="list-style-type: none"> Identifying the main topic of texts Ordering illustrations based on sequence of events from texts read aloud 	<ul style="list-style-type: none"> Finding details in illustrated narrative or informational texts read aloud Identifying what authors say in oral stories 	<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 		<ul style="list-style-type: none"> Producing a series of related sentences from transition word starters (e.g., <i>first, next, last</i>) Describing observations firsthand or from media 	<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 	<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
Level 5 Bridging		<ul style="list-style-type: none"> Distinguishing among characters, settings, and events in narratives Reconstructing texts read orally using drawings or reenacting text with performances 	<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 	<ul style="list-style-type: none"> Determining what happens next from illustrated observations Identifying evidence or reasons in peers' written text 		<ul style="list-style-type: none"> Composing stories or narratives using sequential language Editing personal narratives based on criteria for success 	<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 	<ul style="list-style-type: none"> Providing simple edits to peers' writing Elaborating content-related claims with examples
Level 6 Reaching		<ul style="list-style-type: none"> Identifying who is telling the story at various points in texts Matching original text to paraphrased versions 	<ul style="list-style-type: none"> Identifying words and phrases related to cause and effect Identifying reasons for actions in stories, songs, and poems 	<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 (e.g., <i>in illustrations, descriptions, or procedures</i>) 		<ul style="list-style-type: none"> Producing narratives with at least two sequential events Producing narrative sequences from timelines and labeled drawings 	<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 	<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

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:

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

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

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

Generously created for WIDA by **Becky Linderholm**
Eau Claire Area School District

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