### Level 1: Entering
- Matching oral words and phrases to context
- Sequencing oral procedures or cycles with images
- Identifying the topic in oral statements
- Distinguishing key words and phrases related to phenomena

### Level 2: Emerging
- Classifying time-related language in oral statements (e.g., present, past, future)
- Connecting the context of narratives (e.g., the who, what, where, when) to illustrations
- Organizing routine causal or sequential relationships described orally
- Following oral directions to show recurring steps in cycles or problem-solving

### Level 3: Developing
- Identifying the beginning, middle, and end in oral retelling of a text
- Following tasks and directions retold by peers
- Organizing cause and effect relationships in conversations
- Recognizing relationships in a series of oral statements

### Level 4: Expanding
- Sequencing events or steps based on oral reading of informational text
- Recognizing the language of related genres (e.g., news reports, historical accounts)
- Identifying precise details, descriptions, or comparisons that support conversation
- Following oral information on how or why phenomena occur

### Level 5: Bridging
- Identifying related information from multiple sources presented orally
- Recognizing the key historical, scientific, or technical language used in a mini-lecture
- Recognizing language used to enhance the specificity of phenomena in class discussions
- Identifying components of systems (e.g., ecosystems, branches of government) in small group interactions

### Level 6: Reaching
- Identifying the overall structure (e.g., chronology) of events, ideas, concepts, or information in oral presentations
- Differentiating similarities and differences of information presented through multimedia and written text
- Interpreting the specific language used to enhance descriptions of phenomena
- Attending to the language related to events or phenomena in peer presentations

**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.**

---

**The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustives but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based contest curriculum, instruction, and assessment.**
# Can Do Descriptors by Language Domain, Proficiency Level, and Key Use of Language: Grades 4-5

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Entering</td>
<td>Identifying words in context during oral reading of illustrated text on familiar topics or experiences</td>
<td>Matching illustrated words/ phrases to causal or sequential language</td>
<td>Identifying key words and phrases of claims</td>
<td>Communicating personal experiences through drawings and words</td>
<td><strong>there is no ceiling for level 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Highlighting previewed or familiar phrases</td>
<td>Sequencing sentences strips to show content-area processes from illustrated texts</td>
<td>Identifying a claim or an opinion in multimedia with a partner</td>
<td>Reproducing a series of events through illustrated text</td>
<td><strong>there is no ceiling for level 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>Emerging</td>
<td>Classifying time-related language in text as present or past</td>
<td>Identifying different types of connectors (e.g., first, next, before, after)</td>
<td>Identifying language indicative of points of view</td>
<td>Listing procedural steps across content areas</td>
<td><strong>there is no ceiling for level 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying the &quot;who,&quot; &quot;what,&quot; &quot;where,&quot; and &quot;when&quot; in narrative text with a partner</td>
<td>Identifying key words and phrases that describe the topic or phenomena</td>
<td>Organizing evidence based on sequential language in texts</td>
<td>Listing positive and negative effects of events in informational or narrative text</td>
<td><strong>there is no ceiling for level 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>Developing</td>
<td>Sequencing events in stories or content-related processes</td>
<td>Matching causes with effects</td>
<td>Identifying evidence from multiple places within text</td>
<td>Using key words and phrases reflective of main ideas</td>
<td><strong>there is no ceiling for level 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying main ideas in narrative and informational text</td>
<td>Identifying words or phrases to determine the type of explanation (e.g., linear sequence, cyclic, system)</td>
<td>Identifying different perspectives, stances, or points of view</td>
<td>Conveying details using concrete words and phrases</td>
<td><strong>there is no ceiling for level 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>Expanding</td>
<td>Connecting details to main ideas or themes</td>
<td>Identifying the different words or phrases that are used to describe the same topic or phenomena</td>
<td>Hypothesizing or predicting based on evidence</td>
<td>Relating a sequence of events using a variety of transitional words, phrases, and clauses</td>
<td><strong>there is no ceiling for level 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying conclusions in multi-paragraph text</td>
<td>Organizing information on how or why phenomena occur</td>
<td>Comparing multiple points of view on a topic</td>
<td>Presenting information on processes or phenomena from a variety of sources</td>
<td><strong>there is no ceiling for level 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 5</td>
<td>Bridging</td>
<td>Becoming familiar with the language of related genres (e.g., news reports, historical accounts)</td>
<td>Identifying how text provides clear details of the topic or phenomena</td>
<td>Connecting personal experience with textual evidence to strengthen an interpretation of the text</td>
<td>Producing content-related reports</td>
<td><strong>there is no ceiling for level 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summarizing information from multiple related sources</td>
<td>Identifying components of systems (e.g., ecosystems, government)</td>
<td>Evaluating the strength of evidence as support for claims</td>
<td>Creating narratives that connect personal experiences and content</td>
<td><strong>there is no ceiling for level 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 6</td>
<td>Reaching</td>
<td>Identifying the overall structure (e.g., chronology) of events, ideas, concepts, or information in text</td>
<td>Identifying how text presents information in a factual or neutral manner</td>
<td>Evaluating claims and evidence by drawing from multiple print sources</td>
<td>Describing how factors contribute to events or outcomes</td>
<td><strong>there is no ceiling for level 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Highlighting events or procedures that happened in historical, scientific, or technical text</td>
<td>Highlighting events or procedures that happened in historical, scientific, or technical text</td>
<td>Differentiating from the strength of different pieces of evidence as support for claims</td>
<td>Describing how systems relate or interact</td>
<td><strong>there is no ceiling for level 6</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**: To tell or summarize stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer.
- **Explanation**: To clarify the "why" or the "how" of ideas, actions, or phenomena.
- **Arguments**: To persuade by making claims supported by evidence.
- **Discussion**: To interact with others to build meaning and share knowledge.

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

© 2016 Board of Regents of the University of Wisconsin System, on behalf of WIDA. The Can Do Descriptors, Key Uses Edition – Fillable Student Name Chart may be copied and distributed for nonprofit educational use only.