



Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	- Point to stated pictures, words, or phrases - Follow one-step oral directions (e.g., physically or through drawings) - Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") - Match classroom oral language to daily routines	- Categorize content-based pictures or objects from oral descriptions - Arrange pictures or objects per oral information - Follow two-step oral directions - Draw in response to oral descriptions - Evaluate oral information (e.g., about lunch options)	- Follow multi-step oral directions - Identify illustrated main ideas from paragraph-level oral discourse - Match literal meanings of oral descriptions or oral reading to illustrations - Sequence pictures from oral stories, processes, or procedures	- Interpret oral information and apply to new situations - Identify illustrated main ideas and supporting details from oral discourse - Infer from and act on oral information - Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	- Carry out oral instructions containing grade-level, content-based language - Construct models or use manipulatives to problem-solve based on oral discourse - Distinguish between literal and figurative language in oral discourse - Form opinions of people, places, or ideas from oral scenarios	Level 6 - Reaching
SPEAKING	- Express basic needs or conditions - Name pre-taught objects, people, diagrams, or pictures - Recite words or phrases from pictures of everyday objects and oral modeling - Answer yes/no and choice questions	- Ask simple, everyday questions (e.g., "Who is absent?") - Restate content-based facts - Describe pictures, events, objects, or people using phrases or short sentences - Share basic social information with peers	- Answer simple content-based questions - Re/tell short stories or events - Make predictions or hypotheses from discourse - Offer solutions to social conflict - Present content-based information - Engage in problem-solving	- Answer opinion questions with supporting details - Discuss stories, issues, and concepts - Give content-based oral reports - Offer creative solutions to issues/problems - Compare/contrast content-based functions and relationships	- Justify/defend opinions or explanations with evidence - Give content-based presentations using technical vocabulary - Sequence steps in grade-level problem-solving - Explain in detail results of inquiry (e.g., scientific experiments)	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	- Match icons or diagrams with words/concepts - Identify cognates from first language, as applicable - Make sound/symbol/word relations - Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)	- Identify facts and explicit messages from illustrated text - Find changes to root words in context - Identify elements of story grammar (e.g., characters, setting) - Follow visually supported written directions (e.g., "Draw a star in the sky.")	- Interpret information or data from charts and graphs - Identify main ideas and some details - Sequence events in stories or content-based processes - Use context clues and illustrations to determine meaning of words/phrases	- Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) - Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) - Find details that support main ideas - Differentiate between fact and opinion in narrative and expository text	- Summarize information from multiple related sources - Answer analytical questions about grade-level text - Identify, explain, and give examples of figures of speech - Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	- Label objects, pictures, or diagrams from word/phrase banks - Communicate ideas by drawing - Copy words, phrases, and short sentences - Answer oral questions with single words	- Make lists from labels or with peers - Complete/produce sentences from word/phrase banks or walls - Fill in graphic organizers, charts, and tables - Make comparisons using real-life or visually-supported materials	- Produce simple expository or narrative text - String related sentences together - Compare/contrast content-based information - Describe events, people, processes, procedures	- Take notes using graphic organizers - Summarize content-based information - Author multiple forms of writing (e.g., expository, narrative, persuasive) from models - Explain strategies or use of information in solving problems	- Produce extended responses of original text approaching grade level - Apply content-based information to new contexts - Connect or integrate personal experiences with literature/content - Create grade-level stories or reports	

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Descripción de Habilidades: Grados Escolares 3-5

Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir **el lenguaje** que se necesita para hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	- Señalar dibujos, palabras, o frases según lo indicado - Seguir instrucciones orales de un paso (ejemplo: físicamente o a través de dibujos) - Identificar objetos, figuras, o personas siguiendo declaraciones verbales o preguntas (ejemplo: “¿Cuál de estos objetos es una piedra?”) - Emparejar lenguaje oral del salón de clase con rutinas diarias	- Categorizar dibujos de contenido u objetos siguiendo instrucciones verbales - Acomodar dibujos u objetos según información oral - Seguir instrucciones verbales de dos pasos - Hacer dibujos que respondan a instrucciones verbales - Evaluar información oral (ejemplo: las opciones para el almuerzo)	- Seguir instrucciones verbales de múltiples pasos - Identificar las ideas principales ilustradas en discurso verbal a nivel de párrafos - Emparejar significados literales con ilustraciones siguiendo descripciones verbales o leídas - Ordenar dibujos de cuentos, procesos o pasos orales	- Interpretar información oral y aplicarla a situaciones nuevas - Identificar puntos y detalles ilustrados principales a través de discurso oral - Inferir y actuar en relación a información oral - Hacer actuaciones de las obras o el trabajo de autores, matemáticos, científicos o historiadores aprendidos a través de videos, lecturas o multimedia	- Seguir instrucciones orales que contienen lenguaje de contenido académico del grado escolar - Hacer modelos o usar objetos interactivos para resolver problemas en discurso oral - Distinguir entre lenguaje literal y figurativo en discurso oral - Formarse opiniones de personas, lugares, o ideas de escenarios presentados oralmente	Nivel 6 - Alcanzando
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
HABLAR	- Expresar necesidades o condiciones básicas - Nombrar objetos, personas, diagramas, o dibujos que han sido pre-enseñados - Recitar palabras o frases de dibujos de objetos de la vida diaria y de modelos presentados oralmente - Contestar preguntas de selección multiple y preguntas de sí o no	- Hacer preguntas simples cotidianas (ejemplo: “¿Quién faltó hoy a clases?”) - Reformular hechos de contenido académico - Describir dibujos, eventos, objetos o personas usando frases u oraciones cortas - Compartir información básica social con sus compañeros	- Contestar preguntas simples de contenido académico - Recontar/contar cuentos cortos o eventos - Predecir algo o hacer un hipótesis por medio de ejecutar un discurso - Ofrecer soluciones para conflicto social - Presentar información con contenido académico - Participar en la resolución de problemas	- Contestar preguntas de opinión con detalles que apoyen un argumento - Hablar acerca de cuentos, asuntos y conceptos - Dar presentaciones orales de contenido académico - Ofrecer soluciones creativas para resolver asuntos/problemas - Comparar/Contrastar relaciones y funciones con contenido académico	- Justificar/defender opiniones o explicaciones con apoyo de evidencia - Dar presentaciones con contenido académico usando vocabulario técnico - Ordenar en secuencia los pasos para resolver problemas según el grado escolar - Explicar resultados en detalles de una investigación (ejemplo: experimento científico)	Nivel 6 - Alcanzando

Descripción de Habilidades: Grados Escolares 3-5

Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir **el lenguaje** que se necesita para hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
LEER	• Emparejar íconos o diagramas con palabras/conceptos • Identificar cognados del lenguaje nativo, según se apliquen • Hacer conexiones con sonido/símbolos/palabras • Emparejar palabras/frases ilustradas en diferentes contextos (ejemplo: en la pizarra, en un libro)	• Identificar hechos o mensajes específicos de un texto ilustrado • Encontrar cambios a la raíz de una palabra en un contexto específico • Identificar elementos de un cuento (ejemplo: personajes, lugar) • Seguir instrucciones escritas con apoyos visuales (ejemplo: "Dibuja una estrella en el cielo")	• Interpretar información o datos de cuadros o de un gráfico • Identificar las ideas principales y algunos detalles • Ordenar eventos de un cuento o procesos de contenido académico • Usar pistas del contexto e ilustraciones para determinar el significado de palabras/frases	• Clasificar características de varios géneros de texto (ejemplo: "y vivieron felices para siempre" – cuentos de hadas) • Emparejar organizadores gráficos con diferentes textos (ejemplo: comparar/contrastar con un diagrama de Venn) • Encontrar detalles que apoyen las ideas principales • Diferenciar entre un hecho y una opinión en un texto narrativo o en un texto expositivo	• Resumir información de diferentes orígenes relacionados entre sí • Contestar preguntas analíticas acerca de texto al nivel del grado escolar • Identificar, explicar y dar ejemplos de elementos del lenguaje retórico • Sacar conclusiones de un texto explícito o implícito al nivel de grado o cerca del nivel de grado escolar	Nivel 6 - Alcanzando
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCRIBIR	• Etiquetar objetos, dibujos, o diagramas usando bancos de palabras o frases • Comunicar ideas a través de dibujos • Copiar palabras, frases y oraciones cortas • Contestar preguntas orales con una palabra	• Hacer listas de etiquetas con compañeros • Completar/producir oraciones usando bancos de palabras o frases • Completar organizadores gráficos, cuadros o tablas • Hacer comparaciones usando materiales de la vida real o apoyos visuales	• Crear un texto narrativo o expositivo simple • Unir oraciones relacionadas • Comparar/Contrastar información con contenido académico • Describir eventos, personas, procesos o pasos	• Tomar notas usando organizadores gráficos • Resumir información con contenido académico • Crear múltiples formas de escritura siguiendo un modelo (ejemplo: texto narrativo, texto persuasivo) • Explicar estrategias o el uso de información para resolver problemas	• Escribir texto original al nivel de grado escolar • Aplicar información con contenido académico a nuevos contextos • Conectar o integrar experiencias personales con contenido/literatura • Crear informes o cuentos al nivel de grado escolar	Nivel 6 - Alcanzando

Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

Standards	Outcomes					
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.					
	Sensory Supports		Graphic Supports		Interactive Supports	
	Pictures/images Total Physical Response		T-chart (concept attainment) Sentence Prompts		Whole group Strategic partners	
Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of renewable and non-renewable energy sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of energy and fuels that come from natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa</i> <i>hidroeléctrica</i> <i>la minería</i> <i>La fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa</i> <i>hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>

Formative Assessment 2 Oracy Before Reading Specific Informational Texts Anecdotal Record Chart – SAMPLE

Standards		Outcomes (to be decided based on the needs of students and the planned activities)				
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		E. Identify what a text says explicitly. F. Identify inferences that can be drawn from a text. G. Distinguish between what the text says explicitly, and inferences drawn from the text.				
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		V. Identify concepts in a text.				
Language Development Supports:		Sensory Supports	Graphic Supports		Interactive Supports	
Student name:	Identifies examples of concepts in a text by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of what the text says explicitly.	Identifies examples of inferences that can be drawn from a text.	Distinguishes between what the text says explicitly, and inferences drawn from the text by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	<i>Proviene</i> <i>Biocombustibles</i> <i>Combustibles fósiles</i> <i>Queman</i> <i>Por lo tanto</i> <i>A pesar de que</i>	<i>Proviene</i> <i>Biocombustibles</i> <i>Combustibles fósiles</i> <i>Queman</i> <i>Por lo tanto</i> <i>A pesar de que</i>			<i>Lo que dice el texto explícitamente</i> <i>Una inferencia usando detalles y ejemplos del texto</i>	<i>Lo que dice el texto explícitamente</i> <i>Una inferencia usando detalles y ejemplos del texto</i>
	<i>Proviene</i> <i>Biocombustibles</i> <i>Combustibles fósiles</i> <i>Queman</i> <i>Por lo tanto</i> <i>A pesar de que</i>	<i>Proviene</i> <i>Biocombustibles</i> <i>Combustibles fósiles</i> <i>Queman</i> <i>Por lo tanto</i> <i>A pesar de que</i>			<i>Lo que dice el texto explícitamente</i> <i>Una inferencia usando detalles y ejemplos del texto</i>	<i>Lo que dice el texto explícitamente</i> <i>Una inferencia usando detalles y ejemplos del texto</i>

The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria	Features
Discourse	Linguistic Complexity <i>(Quantity and variety of oral and written text in communication)</i>	• Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	Language Forms and Conventions <i>(Types, array, and use of language structures in communication)</i>	• Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage <i>(Specificity of word or phrase choice in communication)</i>	• General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

Grades 4–5 EXPRESSIVE

WIDA Expressive Language Chart for Grades 4–5

As multilingual learners work toward the end of a proficiency level, they *can consistently* . . .

Proficiency Level Grades 4–5 Expressive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
Level 6	Express ideas, strengthening cohesion in organizational patterns using given/new information, whole/part relationships, and paragraph openers	Convey meaning using compound and complex sentences, with deliberate clause variation	Communicate using modal verbs, hedging, and evaluative expressions to express opinions, possibility, and necessity
End of Level 5	Express ideas, improving cohesion of organizational patterns across and within texts by applying substitution, ellipsis, and parallelism	Convey meaning using compound and complex sentences , refining control over different sentence structures	Communicate using abstract nouns and adverbials to add clarity about when, how, and where
End of Level 4	Express ideas, building logical connections within organizational patterns using synonyms and parallel expressions	Convey meaning using simple and compound sentences , showing initial attempts at sentence variation	Communicate using collocations and idiomatic expressions to make language sound natural and contextually appropriate
End of Level 3	Express ideas using basic organizational patterns , connecting ideas with demonstratives, pronouns, and conjunctions	Convey meaning using simple sentences, occasionally adding dependent clauses	Communicate using technical language to convey complex concepts in specialized contexts
End of Level 2	Express ideas using sequencing, repetition, and transitions for logical flow	Convey meaning primarily through simple sentences with emerging variation in sentence structure	Communicate using multiple-meaning words to demonstrate flexible word use across contexts
End of Level 1	Express ideas with simple transitions and developing connections	Convey meaning using sentence fragments and occasional simple sentences with emerging subject-verb agreement	Communicate using word formation strategies to create new meanings

Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student's social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student's engagement?



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WIDA Language Charts 15

WIDA Interpretive Language Chart for Grades 4–5

As multilingual learners work toward the end of a proficiency level, they *can consistently* . . .

Proficiency Level Grades 4–5 Interpretive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
Level 6	Analyze organizational patterns in ideas, determining how meaning is condensed through compact noun groups (nominalization)	Comprehend meaning in compound and complex sentences, recognizing a variety of ways to combine clauses	Understand choices using modal verbs, hedging, and evaluative expressions to express opinions, possibility, and necessity
End of Level 5	Analyze cohesion of ideas across and within texts , examining how noun groups with contextual details add meaning	Comprehend meaning in compound and complex sentences recognizing different sentence structures	Understand choices around use of abstract nouns and adverbials to add clarity about when, how, and where
End of Level 4	Analyze connections between ideas, examining how noun groups with clauses expand meaning	Comprehend meaning in simple and compound sentences , recognizing sentence variation	Understand collocations and idiomatic expressions to make language sound natural and contextually appropriate
End of Level 3	Identify basic organizational patterns in ideas, examining how noun groups with prepositional phrases and extended modifiers enhance meaning	Comprehend meaning in simple sentences, recognizing how dependent clauses enhance logical relationships	Understand technical language to support comprehension of complex concepts in specialized contexts
End of Level 2	Identify sequences of ideas, examining how noun groups with adjectives refine meaning	Comprehend meaning in simple sentences , recognizing basic syntactic variations	Understand multiple meanings , demonstrating flexible word use across contexts
End of Level 1	Identify early attempts at arranging ideas, examining how noun groups with conjunctions help connect meaning	Comprehend meaning in sentence fragments and occasional simple sentences , beginning to recognize transitional phrases	Understand word formation strategies to create new meanings

Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
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