

WIDA – Can-Do Descriptors – Language Development Indicators for Grades 1-2

	Level 1 - Entering	IP	D	Level 2 - Beginning	IP	D	Level 3 - Developing	IP	D	Level 4 - Expanding	IP	D	Level 5 - Bridging	IP	D
Listening	• Follow modeled, one-step oral directions (e.g., "Find a pencil.")			• Match oral reading of stories to illustrations			• Follow modeled multi-step oral directions			• Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information			• Use context clues to gain meaning from grade-level text read orally		
	• Identify pictures of everyday objects as stated orally (e.g., in books)			• Carry out two- to three step oral commands (e.g., "Take out your science book. Now turn to page 25.")			• Sequence pictures of stories read aloud (e.g., beginning, middle, and end)			• Find details in illustrated, narrative, or expository text read aloud			• Apply ideas from oral discussions to new situations		
	• Point to real-life objects reflective of content related vocabulary or oral statements			• Sequence a series of oral statements using real objects or pictures			• Match people with jobs or objects with functions based on oral descriptions			• Identify illustrated activities from oral descriptions			• Interpret information from oral reading of narrative or expository text		
	• Mimic gestures or movement associated with statements (e.g., "This is my left hand.")			• Locate objects described orally			• Classify objects according to descriptive oral statements			• Locate objects, figures, places based on visuals and detailed oral descriptions			• Identify ideas/concepts expressed with grade-level content-specific language		
Speaking	• Repeat simple words, phrases, and memorized chunks of language			• Use first language to fill in gaps in oral English (code switch)			• Ask questions of a social nature			• Ask questions for social and academic purposes			• Use academic vocabulary in class discussions		
	• Respond to visually supported (e.g., calendar) questions of academic content with one word or phrase			• Repeat facts or statements			• Express feelings (e.g., "I'm happy because...")			• Participate in class discussions on familiar social and academic topics			• Express and support ideas with examples		
	• Identify and name everyday objects			• Describe what people do from action pictures (e.g., jobs of community workers)			• Retell simple stories from picture cues			• Retell stories with details			• Give oral presentations on content-based topics approaching grade level		
	• Participate in whole group chants and songs			• Compare real-life objects (e.g., "smaller," "biggest")			• Sort and explain grouping of objects (e.g., sink v. float)			• Sequence stories with transitions			• Initiate conversation with peers and teachers		
Reading	• Identify symbols, icons, and environmental print			• Search for pictures associated with word patterns			• Make text-to-self connections with prompting			• Put words in order to form sentences			• Begin using features of non-fiction text to aid comprehension		
	• Connect print to visuals			• Identify and interpret pre-taught labeled diagrams			• Select titles to match a series of pictures			• Identify basic elements of fictional stories (e.g., title, setting, characters)			• Use learning strategies (e.g., context clues)		
	• Match real-life familiar objects to labels			• Match voice to print by pointing to icons, letters, or illustrated words			• Sort illustrated content words into categories			• Follow sentence-level directions			• Identify main ideas		
	• Follow directions using diagrams or pictures			• Sort words into word families			• Match phrases and sentences to pictures			• Distinguish between general and specific language (e.g., flower v. rose) in context			• Match figurative language to illustrations (e.g., "as big as a house")		
Writing	• Copy written language			• Provide information using graphic organizers			• Engage in prewriting strategies (e.g., use of graphic organizers)			• Produce original sentences			• Create a related series of sentences in response to prompts		
	• Use first language (L1, when L1 is a medium of instruction) to help form words in English			• Generate lists of words/ phrases from banks or walls			• Form simple sentences using word/phrase banks			• Create messages for social purposes (e.g., get well cards)			• Produce content-related sentences		
	• Communicate through drawings			• Complete modeled sentence starters (e.g., "I like ____.")			• Participate in interactive journal writing			• Compose journal entries about personal experiences			• Compose stories		
	• Label familiar objects or pictures			• Describe people, places, or objects from illustrated examples and models			• Give content-based information using visuals or graphics			• Use classroom resources (e.g., picture dictionaries) to compose sentences			• Explain processes or procedures using connected sentences		

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