

WIDA – Can-Do Descriptors – Language Development Indicators for Grades 3-5

| | 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 | • Point to stated pictures, words, or phrases | | | • Categorize content-based pictures or objects from oral descriptions | | | • Follow multi-step oral directions | | | • Interpret oral information and apply to new situations | | | • Carry out oral instructions containing grade-level, content-based language | | |
| | • Follow one-step oral directions (e.g., physically or through drawings) | | | • Arrange pictures or objects per oral information | | | • Identify illustrated main ideas from paragraph-level oral discourse | | | • Identify illustrated main ideas and supporting details from oral discourse | | | • Construct models or use manipulatives to problemsolve based on oral discourse | | |
| | • Identify objects, figures, people from oral statements or questions (e.g., “Which one is a rock?”) | | | • Follow two-step oral directions | | | • Match literal meanings of oral descriptions or oral reading to illustrations | | | • Infer from and act on oral information | | | • Distinguish between literal and figurative language in oral discourse | | |
| | • Match classroom oral language to daily routines | | | • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options) | | | • Sequence pictures from oral stories, processes, or procedures | | | • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media | | | • Form opinions of people, places, or ideas from oral scenarios | | |
| Speaking | • Express basic needs or conditions | | | • Ask simple, everyday questions (e.g., “Who is absent?”) | | | • Answer simple content-based questions | | | • Answer opinion questions with supporting details | | | • Justify/defend opinions or explanations with evidence | | |
| | • Name pre-taught objects, people, diagrams, or pictures | | | • Restate content-based facts | | | • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict | | | • Discuss stories, issues, and concepts • Give content-based oral reports | | | • Give content-based presentations using technical vocabulary | | |
| | • Recite words or phrases from pictures of everyday objects and oral modeling | | | • Describe pictures, events, objects, or people using phrases or short sentences | | | • Present content-based information | | | • Offer creative solutions to issues/problems | | | • Sequence steps in grade-level problem-solving | | |
| | • Answer yes/no and choice question | | | • Share basic social information with peers | | | • Engage in problem-solving | | | • Compare/contrast content-based functions and relationships | | | • Explain in detail results of inquiry (e.g., scientific experiments) | | |
| Reading | • Match icons or diagrams with words/concepts | | | • Identify facts and explicit messages from illustrated text | | | • Interpret information or data from charts and graphs | | | • genres of text (e.g., “and they lived happily ever after”— fairy tales) | | | • Summarize information from multiple related sources | | |
| | • Identify cognates from first language, as applicable | | | • Find changes to root words in context | | | • Identify main ideas and some details | | | • Match graphic organizers to different texts (e.g., compare /contrast with Venn diagram) | | | • Answer analytical questions about grade-level text | | |
| | • Make sound/symbol/word relations | | | • Identify elements of story grammar (e.g., characters, setting) | | | • Sequence events in stories or content-based processes | | | • Find details that support main ideas | | | • Identify, explain, and give examples of figures of speech | | |
| | • Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) | | | • Follow visually supported written directions (e.g., “Draw a star in the sky.”) | | | • Use context clues and illustrations to determine meaning of words/phrases | | | • Differentiate between fact and opinion in narrative and expository text | | | • Draw conclusions from explicit and implicit text at or near grade level | | |
| Writing | • Label objects, pictures, or diagrams from word/phrase banks | | | • Make lists from labels or with peers | | | • Produce simple expository or narrative text | | | • Take notes using graphic organizers | | | • Produce extended responses of original text approaching grade level | | |
| | • Communicate ideas by drawing | | | • Complete/produce sentences from word/phrase banks or walls | | | • String related sentences together | | | • Summarize content-based information | | | • Apply content-based information to new contexts | | |
| | • Copy words, phrases, and short sentences | | | • Fill in graphic organizers, charts, and tables | | | • Compare/contrast content-based information | | | • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models | | | • Connect or integrate personal experiences with literature/content | | |
| | • Answer oral questions with single words | | | • Make comparisons using real-life or visually-supported materials | | | • Describe events, people, processes, procedures | | | • Explain strategies or use of information in solving problems | | | • Create grade-level stories or reports | | |

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