WiDA™

Can Do Descriptors
KEY USES EDITION

Grades 4-5

The WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The WIDA Can Do Descriptors provide examples of what language learners **can do** at various stages of English language development in listening, speaking, reading and writing. The *WIDA Can Do Descriptors, Key Uses Edition* is one component of the WIDA Standards Framework (shown at right). The framework, as a whole, supports the implementation of the WIDA English Language Development Standards in the instruction and assessment of language learners. We encourage educators to use the *WIDA Can Do Descriptors, Key Uses Edition* in conjunction with the other components of the framework, along with the previous edition of the Can Do Descriptors. For more information on the WIDA Standards Framework, visit www.wida.us.

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:

> **Recount:** To display knowledge or narrate experiences or events. Example tasks for the Key Use of **Recount** include telling or summarizing stories, producing information reports, and sharing past experiences.

> **Explain:** To clarify the "why" or the "how" of ideas, actions, or phenomena. Example tasks for the Key Use of **Explain** include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.

> **Argue:** To persuade by making claims supported by evidence. Example tasks for the Key Use of **Argue** include stating preferences or opinions and constructing arguments with evidence.

> **Discuss:** To interact with others to build meaning and share knowledge. Example tasks for the Key Use of **Discuss** include participating in small or large group activities and projects.

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 stardards-based contest curriculum, instruction, and assessment.

WIDA Standards Framework
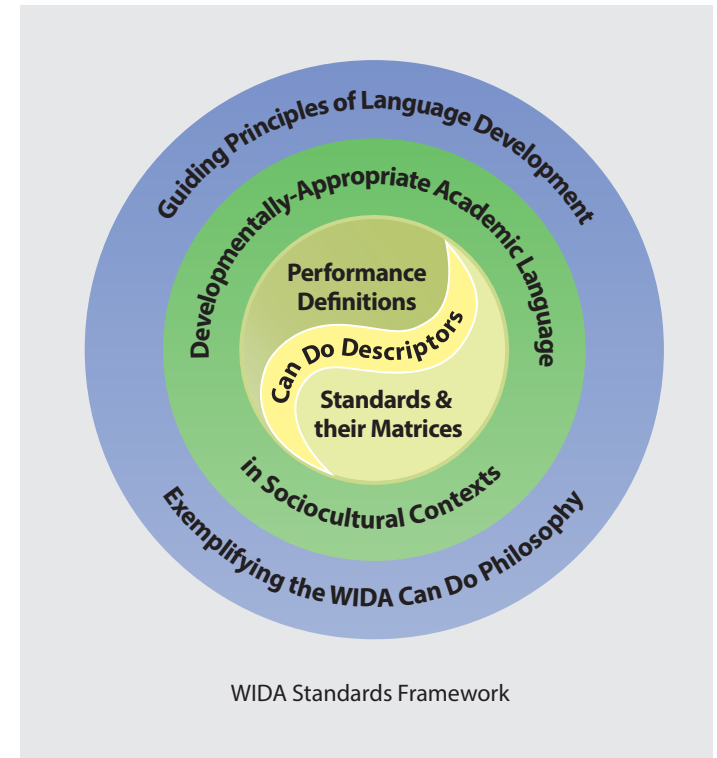
Organization of the WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The *WIDA Can Do Descriptors, Key Uses Edition* is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA's six levels of language proficiency (ELP Levels 1–6).

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.

Potential Uses for the WIDA Can Do Descriptors, Key Uses Edition

Audiences	The WIDA Can Do Descriptors, Key Uses Edition can help….
Educators who work with language learners, including coaches, teachers *(e.g., general education, gifted and talented, special education, Title I),* language specialists, and support staff.	• 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
Administrators and school leaders	• Communicate with other educators about students' English language development • Support the WIDA Can Do Philosophy throughout schools and districts • Advocate for equitable access to content for language learners based on their level of language proficiency

Stakeholders are encouraged to use the Can Do Descriptors beyond the audiences and purposes identified above to advocate on behalf of language learners.

By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF RECOUNT

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	**Process recounts by** • Matching oral words and phrases to content-related pictures or objects • Identifying the topic in oral statements	**Process recounts by** • Classifying time-related language in oral statements (e.g., present, past, future) • Connecting the context of narratives (e.g., the who, what, when, & where) to illustrations	**Process recounts by** • Identifying the beginning, middle and end in oral retelling of a text • Following tasks and directions retold by peers	**Process recounts by** • Sequencing events or steps based on oral reading of informational text • Recognizing the language of related genres (e.g., news reports, historical accounts)	**Process recounts by** • Identifing related information from multiple sources presented orally • Recognizing the key historical, scientific or technical language used in a mini-lecture	**Process recounts by** • 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
SPEAKING	**Recount by** • Stating key words and phrases associated with the content using visual or graphic support • Communicating personal experiences orally	**Recount by** • Retelling short stories or content-related events • Stating procedural steps across content areas	**Recount by** • Presenting detailed content-related information that has been rehearsed • Stating main ideas in classroom conversations on social and academic topics	**Recount by** • Giving content-related oral reports • Sequencing steps to solve a problem	**Recount by** • Conveying personal and content-related experiences in a team • Using technical and specific vocabulary when sharing content information	**Recount by** • Summarizing discussions on content-related topics • Expanding on topics with descriptive details using varied vocabulary

*Except for Level 6, for which there is no ceiling.

By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF RECOUNT

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	**Process recounts by** • Identifying words in context during oral reading of illustrated text on familiar topics or experiences • Highlighting previewed or familiar phrases	**Process recounts by** • Classifying time-related language in text as present or past • Identifying the "who," "what," "where," and "when" in narrative text with a partner	**Process recounts by** • Sequencing events in stories or content-related processes • Identifying main ideas in narrative and informational text	**Process recounts by** • Connecting details to main ideas or themes • Identifying conclusions in multi-paragraph text	**Process recounts by** • Becoming familiar with the language of related genres (*e.g., news reports, historical accounts*) • Summarizing information from multiple related sources	**Process recounts by** • Identifying the overall structure (*e.g., chronology*) of events, ideas, concepts, or information in text • Highlighting events or procedures that happened in historical, scientific, or technical text
WRITING	**Recount by** • Communicating personal experiences through drawings and words • Reproducing a series of events through illustrated text	**Recount by** • Listing procedural steps across content areas • Listing positive and negative effects of events in informational or narrative text	**Recount by** • Using key words and phrases reflective of main ideas • Conveying details using concrete words and phrases	**Recount by** • Relating a sequence of events using a variety of transitional words, phrases, and clauses • Synthesizing information across related texts (*e.g., author study*)	**Recount by** • Producing content-related reports • Creating narratives that connect personal experiences and content	**Recount by** • Summarizing content-related information • Using narrative themes to extend the storyline

Except for Level 6, for which there is no ceiling.

5

By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF EXPLAIN

	ELP Level 1 Entering	**ELP Level 2 Emerging**	**ELP Level 3 Developing**	**ELP Level 4 Expanding**	**ELP Level 5 Bridging**	**ELP Level 6 Reaching**
LISTENING	**Process explanations by** • Sequencing oral procedures or cycles with images • Distinguishing key words and phrases related to phenomena	**Process explanations by** • Organizing routine causal or sequential relationships described orally • Following oral directions to show recurring steps in cycles or problem-solving	**Process explanations by** • Interpreting cause and effect relationships in conversations • Recognizing relationships in a series of oral statements	**Process explanations by** • Identifying precise details, descriptions, or comparisons that support conversation • Following oral information on how or why phenomena occur	**Process explanations by** • 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	**Process explanations by** • Interpreting the specific language used to enhance descriptions of phenomena • Attending to the language related to events or phenomena in peer presentations
SPEAKING	**Explain by** • Naming components of phenomena using illustrations, photographs, or diagrams • Demonstrating procedures using realia	**Explain by** • Giving reasons why or how something works using diagrams, charts or images • Stating key words or phrases in processes in a sequential order	**Explain by** • Stating clear sequential procedures to peers • Comparing data or information	**Explain by** • Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts • Presenting detailed information in small groups	**Explain by** • Elaborating by adding precision and details to content-related sequence or causal phenomena • Describing relationships of components within systems (e.g., ecosystems, government)	**Explain by** • Analyzing how variables contribute to events or outcomes • Maintaining a formal register

Except for Level 6, for which there is no ceiling.

By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF EXPLAIN

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	Process explanations by • Matching illustrated words/ phrases to causal or sequential language • Sequencing sentences strips to show content-area processes from illustrated texts	Process explanations by • Identifying different types of connectors *(e.g., first, next, because, so)* • Identifying key words and phrases that describe the topic or phenomena	Process explanations by • Matching causes with effects • Identifying words or phrases to determine the type of explanation *(e.g., linear sequence, cycle, system)*	Process explanations by • Identifying the different words or phrases that are used to describe the same topic or phenomena • Organizing information on how or why phenomena occur	Process explanations by • Identifying how text provides clear details of the topic or phenomena • Identifying components of systems *(e.g., ecosystems, government)*	Process explanations by • Identifying how text presents information in a factual or neutral manner • Evaluating the specific language used to enhance descriptions of phenomena
WRITING	Explain by • Producing short-answer responses to questions using word/ phrase banks • Labeling charts and graphs to describe phenomena *(e.g., organisms in ecosystems)*	Explain by • Using key terms related to phenomena • Ordering linear and cyclical sequences of phenomena *(e.g., the steps of how a volcano erupts)*	Explain by • Connecting related ideas or concepts using linking words and phrases • Answering "how" or "why questions *(e.g., "How does the water cycle work?" "Why are there three branches of government?")*	Explain by • Presenting information on processes or phenomena from a variety of sources • Elaborating topics with facts, definitions, concrete details, or quotations and examples	Explain by • Describing how factors contribute to events or outcomes • Describing how systems relate or interact	Explain by • Presenting information on processes or phenomena supported by facts and details in essays and reports • Selecting the appropriate organizational structure for the particular purpose

Except for Level 6, for which there is no ceiling.

By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF ARGUE

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	**Process arguments by** • Matching illustrations with oral points of view • Identifying language related to facts or opinions from oral presentations	**Process arguments by** • Sorting evidence and claims from oral descriptions • Distinguishing words and phrases related to opinions or facts from oral statements	**Process arguments by** • Identifying different perspectives, stances, or points of view • Recognizing reasons for positions in oral presentations	**Process arguments by** • Identifying evidence that supports predictions or hypotheses • Differentiating between multiple points of view in class discussions	**Process arguments by** • Distinguishing certainty from uncertainty of spoken words or phrases in context • Identifying the degree of formality in oral presentations	**Process arguments by** • Recognizing the strength of the quality of evidence presented in oral discourse • Identifying the purpose of arguments
SPEAKING	**Argue by** • Stating reasons for choices using words or phrases • Answering yes/no or choice questions across content or personal preferences	**Argue by** • Stating opinions based on experiences • Responding to opinion statements of others with personal preferences	**Argue by** • Expressing opinions using content-area specific language • Presenting content-based facts that support a position	**Argue by** • Stating relevant evidence for claims • Responding to opinion statements of others with reasons or evidence	**Argue by** • Supporting claims with evidence from various sources • Using claims and evidence to persuade an audience	**Argue by** • Countering with a different point of view • Stating conclusions based on a summary of information from the various sides

*Except for Level 6, for which there is no ceiling.

By the end of each of the given levels of English language proficiency* English language learners can…

KEY USE OF ARGUE

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	**Process arguments by** • Identifying key words and phrases of claims • Identifying a claim or an opinion in multimedia with a partner	**Process arguments by** • Identifying language indicative of points of view • Organizing evidence based on sequential language in texts • Differentiating between claims and evidence	**Process arguments by** • Identifying evidence from multiple places within text • Identifying different perspectives, stances, or points of view	**Process arguments by** • Hypothesizing or predicting based on evidence • Comparing multiple points of view on a topic	**Process arguments by** • Connecting personal experience with textual evidence to strengthen an interpretation of the text • Evaluating the strength of evidence as support for claims	**Process arguments by** • Evaluating claims and evidence by drawing from multiple print sources • Differentiating from the strength of different pieces of evidence as support for claims
WRITING	**Argue by** • Selecting words and phrases to represent points of view using facts from illustrated text or posters • Using key words or phrases related to the topic	**Argue by** • Stating reasons for particular points of view • Listing pros and cons of issues	**Argue by** • Connecting reasons to opinions supported by facts and details • Making adjustments for audience and context	**Argue by** • Comparing and contrasting evidence for claims • Providing reasons and evidence which support particular points	**Argue by** • Evaluating positive and negative implications associated with various positions *(e.g., historical events, scientific discoveries)* • Including evidence from multiple sources	**Argue by** • Organizing ideas and information logically and coherently • Integrating information from multiple sources to provide evidence for claims

Except for Level 6, for which there is no ceiling.

By the end of each of the given levels of English language proficiency* English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
ORAL LANGUAGE	**Discuss by** • Expressing own ideas in a variety of ways *(e.g., drawing, using gestures, graphing)* • Tracking the person speaking • Sharing own work *(e.g., graphic organizers, drawings)* to contribute to the conversation	**Discuss by** • Taking turns and applying conventions specific to particular conversations • Addressing others according to relationship *(e.g., student-peers, student-teacher)*	**Discuss by** • Asking clarifying questions to demonstrate engagement • Using examples to clarify statements • Answering questions to contribute to a topic	**Discuss by** • Elaborating on statements of others to extend ideas • Presenting creative solutions to resolve communication issues • Contributing ideas to co-create group responses	**Discuss by** • Recognizing how language can be used to express bias and influence others • Challenging ideas respectfully • Managing conversations to stay focused on a topic	**Discuss by** • Examining the value of examples to bring clarity to statements • Extend conversations by developing topics with clear examples and information

Except for Level 6, for which there is no ceiling.

KEY USE OF DISCUSS

Version 1.1 8/1/16

WiDA™

www.wida.us