Pearson



Alignment of the WIDA English Language Development Standards to the Global Scale of English: Grade 1

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Global Scale of English

Fast-track your progress

Contents

About the GSE 3

Alignment methodology 5

Alignment Results 5

Writing 6

Speaking 9

Reading 12

Listening 15

Oral language 18

References 19

About the GSE

Pearson developed the Global Scale of English (GSE) to provide instructors and learners with a more granular understanding of English language proficiency. It has been designed to build learners' confidence by revealing exactly where they are on their learning journey and setting personalised goals to help them progress.

The GSE is an ecosystem that underpins the Pearson Connected English Learning Programme:

- **GSE Scale:** a proficiency scale from 10 to 90, with clear statements for what a learner can achieve in speaking, listening, reading, and writing at any point on the scale.
- **GSE Learning Objectives:** descriptions of what learners can do at each level of proficiency in speaking, listening, reading, and writing.
- **Courseware:** all of Pearson's English language learning courseware is developed using the GSE Learning Objectives.
- **Assessment:** institutions can develop their own assessment materials using the GSE Learning Objectives and Assessment Frameworks or choose one of Pearson's digital assessments which report on the GSE.

The GSE is the result of many years of research with more than 6,000 teachers from over 50 countries. It serves as a standard against which English language courses and assessments worldwide can be benchmarked.

It has been psychometrically aligned to the Common European Framework of Reference or CEFR (see De Jong, Mayor, & Hayes, 2016). The GSE complements and extends the CEFR by adding an extra layer of detail to the CEFR levels and providing thousands of additional learning objectives. This extra information helps learners understand where they are now and offers a step-by-step guide to where they want to go next. Using the GSE, teachers can match a student to course materials to suit their exact level and learning goals.

CEFR level	GSE Scale
Below A1	10–21
A1	22–29
A2	30–35
A2+ (‘plus level’)	36–42
B1	43–50
B1+ (‘plus level’)	51–58
B2	59–66
B2+ (‘plus level’)	67–75
C1	76–84
C2	85–90

Table 1: The relationship between the GSE Scale and the CEFR

To address the specific needs of learners studying English for different purposes, GSE Learning Objectives have been developed for five different learner audiences:

- **adult:** adults studying on a general English course
- **academic:** adults studying academic English
- **professional:** adults studying English for the workplace
- **young learner:** English language learners aged 6–14
- **pre-primary:** English language learners aged 3–5

For more information:

pearson.com/languages/why-pearson/the-global-scale-of-english

Alignment methodology

For the purposes of this alignment, we worked with the 2016 list of WIDA Can Do statements for Grade 1. We are aware that the WIDA framework was revised in 2020 but any changes to the Can Do statements have not yet been made publicly available. For that reason, we have retained the Sections and Sub-Sections from the 2016 list. However, the WIDA 2020 framework was consulted for the alignment.

Each WIDA Can Do statement was aligned to one or more GSE Learning Objective. Given the age range for Grade 1, GSE Learning Objectives for Young Learners were used.

The GSE ranges for each grade are broad, reflecting the range in WIDA proficiency levels from Entering to Reaching. For the purposes of the alignment table, data is included from Entering to Bridging, given that Reaching is generally considered to be beyond the level of an ELL in any grade year. Alignment of GSE Learning Objectives to WIDA Reaching level descriptors is, however, included in the detailed tables in this document.

Alignment Results

WIDA Grade	GSE range
Kindergarten	14-39
Grade 1	17-50
Grades 2 to 3	19-56
Grades 4 to 5	25-63
Grades 6 to 8	27-66
Grades 9 to 12	30-73

Writing

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Forming words using a variety of strategies	Can copy short sentences containing only familiar words, if presented in standard printed form.	13	Below A1 (10-21)
			Can write some familiar words.	20	Below A1 (10-21)
		Answering Wh- oral questions or using icons to plan stories	No GSE Learning Objective available.		
	2 Emerging	Providing information in graphic organizers	Can write lists for specific purposes (e.g. *shopping lists, gift lists*) using memorised words, if supported by pictures.	28	A1 (22-29)
		Presenting content-related information labeling visuals or graphics	Can write simple phrases with appropriate spacing between words.	22	A1 (22-29)
			Can list simple information (e.g. *names, numbers, prices*) from short illustrated texts on familiar topics.	25	A1 (22-29)
	3 Developing	Describing feelings or reactions to personal events or situations	Can write simple sentences to describe how they or others are feeling.	36	A2+ (36-42)
		Recalling information from events or experiences	Can write about a past event or activity in a basic way (e.g. *I went...*).	37	A2+ (36-42)
	4 Expanding	Producing a series of related sentences from transition word starters (e.g. *first, next, last*)	Can signal the sequence of actions or events using a limited range of linking words (e.g. *'first', 'then', 'next'*), given prompts or a model.	43	B1 (43-50)
		Describing observations first-hand or from media	Can write short, basic descriptions of everyday activities, given prompts or a model.	35	A2 (30-35)
	5 Bridging	Composing stories or narratives using sequential language	Can write a story, linking simple sentences together in a sequence.	41	A2+ (36-42)
		Editing personal narratives based on criteria for success	Can edit and improve a sentence of their own writing, with support.	46	B1 (43-50)
	6 Reaching	Producing narratives with at least two sequential events	Can write a simple narrative that contains a main action or problem and a resolution.	49	B1 (43-50)
		Producing narrative sequences from timelines and labeled drawings	Can write simple sentences to describe what's happening in a sequence of pictures.	34	A2 (30-35)

Writing

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Designing, drawing and labeling content-specific models	Can label simple pictures related to familiar topics by copying single words.	16	Below A1 (10-21)
		Identifying topics through photographs, illustrated word walls, or software	Can use simple words or emojis to ask for clarification in online communication, eg. in chat messages.	34	A2 (30-35)
	2 Emerging	Labeling and illustrating observations over time (e.g. *growing plants*)	Can write simple captions for pictures.	38	A2+ (36-42)
		Describing people, places, or objects from illustrated examples	Can write basic sentences describing everyday items (e.g. *colour, size*), given prompts or a model.	28	A1 (22-29)
			Can write simple sentences describing someone's physical appearance, (e.g. *eye/hair colour, height*), given a model.	32	A2 (30-35)
			Can answer simple questions in writing about people or things using basic words or phrases.	33	A2 (30-35)
	3 Developing	Classifying illustrated words and phrases into groups (e.g. *"Animals that fly. Animals that swim."*)	Can write simple factual descriptions of animals (e.g. *habitat, abilities*), given prompts or a model.	38	A2+ (36-42)
		Comparing real-life objects, numbers, or animals using models	Can make simple comparisons between people, places or things.	40	A2+ (36-42)
	4 Expanding	Describing models related to content-related phenomena in pictures or real-life	Can write basic sentences referring to everyday items (e.g. *classroom objects*), given prompts or a model.	27	A1 (22-29)
			Can write simple sentences about familiar things, given prompts or a model.	32	A2 (30-35)
		Expressing feelings and a reason related to situations or events	Can describe someone's personality or emotions using simple language.	40	A2+ (36-42)
	5 Bridging	Describing causes and effects of actions and strategies	Can state the intended purpose of an action, if guided by questions or prompts.	41	A2+ (36-42)
		Sequencing steps in solving problems using short sentences, illustrations, and symbols	Can describe the steps in a simple technical process, clearly signalling the sequence of actions.	54	B1+ (51-58)
	6 Reaching	Predicting how stories, events, or situations might end	Can begin and end a simple story using an appropriate fixed expression.	41	A2+ (36-42)
		Producing texts that can name a topic and supply topic-related facts	Can write short, simple texts on familiar topics in linked sentences.	40	A2+ (36-42)

Writing

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Indicating agreement with opinions of others using labeled drawings	No GSE Learning Objective available.		
		Drawing icons or symbols to represent preferences	Can draw a picture of a new word they've heard to demonstrate understanding (before they can write it).	15*	Below A1 (10-21)
	2 Emerging	Producing simple sentences from models about likes, wants, and needs (e.g. *"I like..., I don't like..."*)	Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. *food*), given prompts or a model.	30	A2 (30-35)
		Supplying facts about topics	Can write simple facts about a topic on a planning sheet.	42	A2+ (36-42)
	3 Developing	Participating in interactive journals with peers	Can post reactions to a simple online posting using basic fixed expressions.	41	A2+ (36-42)
		Stating preferences related to social and academic topics (e.g. *"I want to go..."*)	Can write simple sentences about someone's likes or dislikes.	33	A2 (30-35)
	4 Expanding	Describing patterns in processes and stories to use as evidence	Can provide simple details supporting the main idea of a basic structured paragraph, given prompts or a model.	49	B1 (43-50)
		Stating reasons for particular claims or opinions in content-related topics	Can write short, simple explanations, given a model.	43	B1 (43-50)
	5 Bridging	Providing simple edits to peers' writing	Can edit and improve a simple text.	55*	B1+ (51-58)
		Elaborating content-related claims with examples	Can illustrate a general statement by giving specific examples.	52	B1+ (51-58)
	6 Reaching	Using persuasive language in a variety of sentences	Can use some simple persuasive language in their writing.	53	B1+ (51-58)
		Producing opinion pieces by stating an opinion and providing a connected reason	Can develop a simple argument stating their reasons for or against a point of view.	57	B1+ (51-58)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Speaking

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Repeating words, phrases and memorized chunks of language related to different topics	Can repeat phrases and short sentences, if spoken slowly and clearly.	16	Below A1 (10-21)
		Answering yes or no questions about stories or experiences	Can give a simple evaluation, using a fixed expression (e.g. *'Yes/No', 'Good/Bad'*).	17	Below A1 (10-21)
	2 Emerging	Stating content-related facts in context (e.g. *playing telephone*)	Can answer simple questions about objects (e.g. *colour, size*).	22	A1 (22-29)
		Describing characters or places in picture books	Can describe someone's physical appearance using one or two words.	24	A1 (22-29)
			Can say how someone is feeling using single words, if guided by questions or prompts.	27	A1 (22-29)
	3 Developing	Retelling simple stories from picture cues	Can re-tell a familiar story, given prompts or a model.	39	A2+ (36-42)
		Participating in dialog with peers on familiar topics	Can take part in a very simple conversation on a familiar topic (e.g. *their home, family, school*) if the other speaker repeats questions as necessary and speaks slowly and clearly.	32	A2 (30-35)
			Can express their opinions on familiar topics, using simple language.	41	A2+ (36-42)
	4 Expanding	Restating information with some details	Can describe past events or experiences, using simple descriptive language to add interest.	47	B1 (43-50)
		Summarizing a series of familiar events or routines	Can talk about habits or daily routines in a simple way, given prompts or a model.	32	A2 (30-35)
			Can talk about past events or experiences, using simple language.	41	A2+ (36-42)
	5 Bridging	Presenting information on content-related topics	Can give a short talk and include some details.	47	B1 (43-50)
		Sharing details about personal experiences with peers and adults	Can ask someone simple questions about their life and experiences.	36	A2+ (36-42)
			Can talk about basic personal experiences, using simple linking words.	37	A2+ (36-42)
	6 Reaching	Producing discourse appropriate to task and situation	Can describe a task in basic terms in a group discussion and ask others to contribute their knowledge and opinions.	52	B1+ (51-58)
		Rehearsing content-related presentations with peers	Can deliver a talk, presentation or performance, given time to rehearse and revise the material.	58	B1+ (51-58)

Speaking

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Answering questions with words or phrases (e.g. *"Go washroom."*)	Can answer short, simple questions related to basic personal information, using a single word or phrase.	19	Below A1 (10-21)
			Can answer simple questions about things they have, in a basic way.	24	A1 (22-29)
			Can express immediate needs using simple language (e.g. *'I want a drink', 'I need a pen'*).	26	A1 (22-29)
		Describing pictures or classroom objects	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts.	19	Below A1 (10-21)
			Can use a few simple words to describe objects (e.g. *colour, number*), if supported by pictures.	19	Below A1 (10-21)
			Can describe the position of objects or people in a basic way, using pictures or gestures.	26	A1 (22-29)
	2 Emerging	Demonstrating how to do something using gestures or real-life objects (e.g. *tie a bow*)	Can give simple instructions to a classmate to complete a task.	33	A2 (30-35)
		Describing what people do from action pictures (e.g. *jobs of community workers*)	Can say what someone's job is, using familiar common job names.	29	A1 (22-29)
	3 Developing	Stating associations between two objects, people, or events (e.g. *"Lidia is my sister and Lisa is my sister."*)	Can answer simple questions about their family and friends, using basic phrases.	26	A1 (22-29)
		Telling why something happened	Can suggest possible reasons why a situation or event has happened, if guided by questions and prompts.	48	B1 (43-50)
	4 Expanding	Connecting ideas by building on guided conversations with peers	Can connect ideas using a few simple linking words.	35	A2 (30-35)
			Can use simple linking words (e.g. *'and', 'so', or 'but'*) to connect ideas in a short phrase or sentence.	36	A2+ (36-42)
		Describing in detail the function of objects or roles of people	Can use a limited range of fixed expressions to describe objects, possessions or products (e.g. *size, shape, use, material*).	37	A2+ (36-42)
	5 Bridging	Stating conditions for cause and effect (e.g. *"If it rains, I play inside."*)	No GSE Learning Objective available.		
		Elaborating on details of content-related procedures	Can give a short talk and include some details.	47	B1 (43-50)
	6 Reaching	Asking and answering content-related "how" and "why" questions	Can ask basic questions about objects (e.g. *colour, size*).	27	A1 (22-29)
			Can explain the main points of an idea or problem.	52	B1+ (51-58)
		Expressing connected ideas with supporting details	Can explain a new idea by giving examples that relate it to something familiar.	53	B1+ (51-58)

Speaking

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Expressing preferences in naming and pointing to objects	Can produce very short fixed expressions, using gestures and asking for help when necessary.	21	Below A1 (10-21)
			Can express preference for familiar items (e.g. *foods, toys, stories*) using simple fixed expressions.	32	A2 (30-35)
		Repeating language to express agreement or disagreement	Can express agreement using simple fixed expressions.	33	A2 (30-35)
			Can express disagreement using basic fixed expressions.	37	A2+ (36-42)
	2 Emerging	Responding to short statements or questions about choices (e.g. *"I am sure." "I am not sure."*)	Can express different degrees of certainty and doubt.	56	B1+ (51-58)
		Stating likes and dislikes to participate in conversations with peers	Can express likes and dislikes in relation to familiar topics in a basic way.	29	A1 (22-29)
			Can ask someone about their likes and dislikes in a basic way.	29	A1 (22-29)
	3 Developing	Describing characters or objects using pictures or actions	Can use language related to basic actions (e.g. *clap, stamp, jump, walk*).	21	Below A1 (10-21)
			Can describe objects in a basic way (e.g. *colour, size*).	25	A1 (22-29)
			Can talk about personal possessions (e.g. *toys, pets*), using simple language.	26	A1 (22-29)
			Can describe someone's physical appearance in a basic way, if guided by questions or prompts.	29	A1 (22-29)
		Stating choices of materials or supplies and reasons for their selection	Can give simple reasons to explain preferences, given a model.	35	A2 (30-35)
			Can talk about how something tastes, feels, sounds or smells using simple language.	39	A2+ (36-42)
	4 Expanding	Justifying the use of objects for particular purposes	Can give brief reasons for their opinions on familiar topics.	48	B1 (43-50)
		Supporting content-related ideas with examples	Can give simple examples to support their point in a short talk on a familiar topic.	44	B1 (43-50)
	5 Bridging	Comparing and contrasting content-related ideas (e.g. *"Winter is hot in Hawaii. Winter is cold in Alaska."*)	Can make simple, direct comparisons between two people or things using common adjectives, given a model.	38	A2+ (36-42)
		Providing evidence for specific claims	Can answer questions about a simple text or story, using evidence from the text to support their answer.	41	A2+ (36-42)
	6 Reaching	Defending solutions to simple problems	Can say how a problem in a story could be solved, using simple language.	45	B1 (43-50)
		Elaborating reasons to justify content-related ideas	Can give an opinion on a character or event in a simple story or text they have read, if guided by questions or prompts.	40	A2+ (36-42)

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Using pictures and illustrations to identify themes or storylines	Can identify the overall theme of a simple illustrated story, if guided by questions or prompts.	33	A2 (30-35)
		Matching vocabulary to illustrated stories	Can recognise single, familiar everyday words if supported by pictures.	21	Below A1 (10-21)
			Can recognise basic action words (e.g. *'clap', 'stamp', 'jump', 'walk'*).	21	Below A1 (10-21)
			Can recognise simple words and phrases related to familiar topics if supported by pictures.	23	A1 (22-29)
			Can recognise key words and basic phrases in short, simple cartoon stories.	24	A1 (22-29)
	2 Emerging	Pointing to icons, letters, or illustrated words that represent ideas	Can recognise some frequent everyday words.	21	Below A1 (10-21)
		Identifying repetitive words and phrases in texts	Can recognise words or phrases that are repeated in a short text or poem.	25	A1 (22-29)
	3 Developing	Identifying Wh- words in questions (e.g. *who, what, when*)	No GSE Learning Objective available.		
		Recalling content-related information from illustrated texts read aloud	Can understand basic sentences naming familiar everyday items, if supported by pictures.	24	A1 (22-29)
			Can understand short, simple illustrated narratives about everyday activities.	29	A1 (22-29)
	4 Expanding	Identifying the main topic of texts	Can get the gist of short, simple texts on familiar topics, if supported by pictures.	33	A2 (30-35)
			Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions.	41	A2+ (36-42)
		Ordering illustrations based on sequence of events from texts read aloud	Can follow the sequence of events in short, simple cartoon stories that use familiar key words.	32	A2 (30-35)
			Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.	36	A2+ (36-42)
	5 Bridging	Distinguishing among characters, settings, and events in narratives	Can identify which people or objects are being referred to in a text.	38	A2+ (36-42)
		Reconstructing texts read orally using drawings or re-enacting text with performances	Can act out a short dialogue or role play, given prompts.	38	A2+ (36-42)
	6 Reaching	Identifying who is telling the story at various points in texts	Can compare different points of view in a narrative, if guided by questions.	53	B1+ (51-58)
		Matching original text to paraphrased versions	Can compare different facts or ideas in simple texts.	44	B1 (43-50)

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Identifying icons from illustrated texts or media with a partner	Can understand everyday written signs and notices found in public places (e.g. *rules, directions*), if supported by the context.	32	A2 (30-35)
		Sorting objects according to their use based on labeled illustrations	Can understand short, simple descriptions of objects, people and animals if supported by pictures.	27	A1 (22-29)
	2 Emerging	Matching descriptive labels or headings to illustrated text	Can guess the meaning of a word from an accompanying picture.	23	A1 (22-29)
			Can understand basic sentences describing someone's physical appearance, (e.g. *eye/hair colour, height*), if supported by pictures.	26	A1 (22-29)
			Can understand basic sentences about things people have, if supported by pictures.	26	A1 (22-29)
			Can identify key information in short, simple factual texts from the headings and illustrations.	33	A2 (30-35)
		Identifying labeled illustrations signaled by Wh-questions	Can understand basic sentences about where things, animals or people are.	27	A1 (22-29)
	3 Developing	Sorting illustrated content words and phrases into categories	Can understand the relationship between words from the same vocabulary set (e.g. *colours, foods, classroom objects*).	23	A1 (22-29)
			Can understand and make connections between words in the same area of meaning, e.g. *'head' and 'hat'*	31	A2 (30-35)
		Matching labeled illustrations to "how" or "why" questions	No GSE Learning Objective available.		
	4 Expanding	Finding details in illustrated narrative or informational texts read aloud	Can understand a few simple phrases related to familiar, everyday activities.	25	A1 (22-29)
			Can understand some simple details in a short text.	34	A2 (30-35)
		Identifying what authors say in oral stories	Can get the gist of a very simple illustrated story.	28	A1 (22-29)
			Can understand a simple written dialogue on a familiar topic.	32	A2 (30-35)
	5 Bridging	Ordering content-related events according to information in illustrated texts	Can follow the sequence of events in a short text on a familiar, everyday topic	33	A2 (30-35)
		Identifying steps or stages of content-related processes or events from informational or explanatory texts	Can understand the main information in a description of a simple process (e.g. *'making paper'*), with the support of a flow chart or diagram.	45	B1 (43-50)
	6 Reaching	Identifying words and phrases related to cause and effect	Can recognise cause and effect relationships between ideas in simple connected text.	49	B1 (43-50)
		Identifying reasons for actions in stories, songs, and poems	Can recognise the use of 'because' to signal the relationship between an action and a reason or explanation.	38	A2+ (36-42)

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Categorizing labeled pictures or photographs	Can use key words or captions to find information in a simple text.	35	A2 (30-35)
		Identifying opinions from illustrated statements (e.g. *likes and dislikes*)	Can understand basic information about people's likes and dislikes, if supported by pictures.	26	A1 (22-29)
	2 Emerging	Identifying information related to events from graphics (e.g. *birthday charts, weather calendars*)	Can understand simple sentences, given prompts.	24	A1 (22-29)
			Can understand simple informational material containing familiar words, if supported by pictures (e.g. *a menu with pictures of food*).	27	A1 (22-29)
		Sharing likes and dislikes using environmental print	No GSE Learning Objective available.		
	3 Developing	Identifying persuasive words in written phrases or statements in context (e.g. *"have to," "must"*)	Can identify words or phrases used to persuade the reader.	50	B1 (43-50)
		Identifying language of wants and needs in illustrated short stories read aloud	No GSE Learning Objective available.		
	4 Expanding	Distinguishing characters' opinions or preferences from illustrated text read aloud	Can understand likes and preferences in short, simple personal texts (e.g. *diary entries or emails*).	37	A2+ (36-42)
			Can understand basic opinions related to familiar topics, expressed in simple language.	41	A2+ (36-42)
		Determining the author's point of view from illustrated texts	Can identify a point of view in a short, simple narrative text.	42	A2+ (36-42)
	5 Bridging	Determining what happens next from illustrated observations	Can read a short text and predict what they think will happen next.	42	A2+ (36-42)
		Identifying evidence or reasons in peers' written text	Can make basic inferences from simple information in a short text.	40	A2+ (36-42)
	6 Reaching	Predicting meaning of words based on clues from sentence-level context	Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts.	43	B1 (43-50)
		Identifying similarities in and differences between two texts on the same topic (e.g. *in illustrations, descriptions, or procedures*)	Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions.	37	A2+ (36-42)

Listening

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Mimicking gestures or movement associated with oral commands	Can understand basic action words (e.g. *'clap', 'stamp', 'jump', 'walk'*).	15	Below A1 (10-21)
		Matching key words or expressions in songs, chants, and poems to illustrations	Can recognise familiar words and phrases in short, simple songs or chants.	18	Below A1 (10-21)
	2 Emerging	Acting out oral statements using manipulatives or real-life objects	Can follow short, basic classroom instructions, if supported by pictures or gestures.	13	Below A1 (10-21)
			Can understand simple spoken commands as part of a game.	18	Below A1 (10-21)
		Pointing to objects, characters or places from oral descriptions	Can identify objects, places or people from short descriptions.	31	A2 (30-35)
	3 Developing	Sequencing pictures of stories read aloud (e.g. *beginning, middle, end*)	Can understand a few basic words and phrases in a story that is read aloud to them.	18	Below A1 (10-21)
		Following modeled oral instructions related to content	Can understand short, simple instructions addressed slowly and clearly.	20	Below A1 (10-21)
			Can understand straightforward instructions, if spoken slowly and clearly.	27	A1 (22-29)
	4 Expanding	Identifying characters, plots, and settings from oral stories	Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures.	25	A1 (22-29)
		Finding details in illustrated narrative or information text read aloud	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly.	24	A1 (22-29)
	5 Bridging	Constructing models based on instructions from extended oral discourse with a partner	Can follow detailed instructions to complete familiar tasks.	41	A2+ (36-42)
			Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing.	34	A2 (30-35)
		Following multi-step oral directions during content related activities	Can follow multi-step instructions if given slowly and clearly.	37	A2+ (36-42)
	6 Reaching	Matching relevant details to main ideas presented in oral discourse	Can recognise how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics.	55	B1+ (51-58)
		Identifying different genres through multiple readings of text by adults (e.g. *rhymes, stories, informational text*)	No GSE Learning Objective available.		

Listening

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Identifying real-life objects based on descriptive oral phrases or short sentences	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. *colour, size*), if spoken slowly and clearly.	19	Below A1 (10-21)
			Can understand basic phrases or sentences about things people have if supported by pictures.	24	A1 (22-29)
		Pointing to objects or people reflective of content-related vocabulary (e.g. *family members*)	Can understand simple language related to naming and describing family members.	21	Below A1 (10-21)
	2 Emerging	Classifying real-life objects according to their function based on oral directions	Can recognise familiar key words and phrases in short, basic descriptions (e.g. *of objects, people or animals*), if spoken slowly and clearly.	24	A1 (22-29)
		Interpreting oral descriptions and matching them to illustrations	Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.	24	A1 (22-29)
	3 Developing	Following peer statements to create projects	Can follow basic instructions to colour, draw or make something.	19	Below A1 (10-21)
		Identifying illustrated cycles or processes described orally	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	25	A1 (22-29)
	4 Expanding	Following illustrated content-related procedures shared orally	No GSE Learning Objective available.		
		Organizing real-life objects based on oral comparisons	Can identify common objects from descriptions, if spoken slowly and clearly.	28	A1 (22-29)
	5 Bridging	Organizing causes and effects of various phenomena presented orally	Can recognise cause and effect relationships in a simple presentation or lecture when signalled by discourse markers.	54*	B1+ (51-58)
		Using strategies and procedures shared by peers	No GSE Learning Objective available.		
	6 Reaching	Identifying details from oral descriptions of processes or procedures	Can identify key details (e.g. *name, number*) in factual talks on familiar topics, if spoken slowly and clearly.	38	A2+ (36-42)
		Representing ideas from oral discussions or multimedia	Can summarise key information from a short conversation or passage.	45	B1 (43-50)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Listening

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Answering questions about likes and preferences	Can understand simple questions and answers about peoples likes and dislikes.	27	A1 (22-29)
		Identifying words or phrases that express opinions	Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.	16	Below A1 (10-21)
	2 Emerging	Evaluating options to make personal choices from oral simple sentences	Can understand a simple evaluation (e.g. *'yes/no', 'good/bad'*).	12	Below A1 (10-21)
		Signaling agreement or disagreement with short oral statements using gestures (e.g. *"Today is Monday." "Clap one time for yes. Clap two times for no."*)	Can respond to a request for a simple evaluation with a gesture (e.g. *thumbs up*).	10	Below A1 (10-21)
	3 Developing	Classifying objects according to descriptive oral statements	Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	27	A1 (22-29)
		Following conditional directions (e.g. *"Raise two hands if you like ice cream."*)	Can understand a simple instruction containing a qualifying clause (e.g. *'If your birthday is in March, stand here.'*)	31	A2 (30-35)
	4 Expanding	Organizing information from oral comparisons of people or objects	Can understand what people say they can or can't do from simple sentences spoken slowly and clearly.	28	A1 (22-29)
			Can understand simple comparisons between objects or people, if spoken slowly and clearly.	31	A2 (30-35)
		Identifying claims about real-life objects or events based on observations or experiences	Can identify specific events from short spoken descriptions.	38*	A2+ (36-42)
	5 Bridging	Identifying claims and reasons from oral discourse	Can understand the reasons for someone's actions or choices.	44	B1 (43-50)
		Identifying reasons for choices from oral stories	Can understand the reasons for someone's actions or choices.	44	B1 (43-50)
	6 Reaching	Identifying reasons authors give to support points in text read aloud	Can identify the main points in short talks on familiar topics, if delivered slowly and clearly.	36	A2+ (36-42)
		Distinguishing opinions from reasons in oral discourse	Can recognise simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/ phrases.	39	A2+ (36-42)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Oral language

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Discuss	1 Entering	Tracking the speakers to demonstrate understanding	Can show interest in an idea using simple language and gestures.	26	A1 (22-29)
		Sharing pictures, created work, or visuals to contribute to conversations	Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions.	34	A2 (30-35)
	2 Emerging	Recognizing different types of intonation used by speakers	Can understand differences in meaning created by word intonation or stress patterns in simple phrases or sentences.	45	B1 (43-50)
		Following along familiar routines of small and large groups	Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures.	31	A2 (30-35)
	3 Developing	Asking clarifying questions	Can ask someone to clarify or elaborate what they have just said.	50*	B1 (43-50)
		Inviting others to participate	Can invite others to give their views on what to do next.	46*	B1 (43-50)
	4 Expanding	Using intonation appropriate for the purposes of communication	Can speak with appropriate intonation to correctly convey intended meaning	41*	A2+ (36-42)
		Restating statements to clarify ideas	Can repeat the main points of a simple text or conversation, using different words to help someone else understand it.	51	B1+ (51-58)
	5 Bridging	Asking and answering questions to maintain conversations	Can ask and answer simple questions on familiar topics using simple language.	15*	Below A1 (10-21)
		Elaborate on someone else's comments to participate in conversations	Can take part in classroom discussions, adding to the ideas and opinions of previous speakers.	58	B1+ (51-58)
	6 Reaching	Sustaining conversations by responding to comments made in multiple exchanges	Can address or respond to others in a variety of familiar situations.	37*	A2+ (36-42)
		Asking and answering questions about key details in social and academic contexts	Can contribute to simple discussions when asked a question by the teacher.	39	A2+ (36-42)

* GSE Learning Objectives with an asterisk indicate provisional levels.

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