

Pearson

Global Scale of English

Fast-track your progress

Alignment of the WIDA English Language Development Standards to the Global Scale of English: Grades 2–3

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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 Grades 2-3. 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 Grades 2-3, 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	Labeling images that illustrate the steps for different processes (e.g. *writing workshop*)	Can label simple pictures related to familiar topics by copying single words.	16	Below A1 (10–21)
			Can write simple captions for pictures.	38	A2+ (36–42)
		Creating visual representations of ideas or stories	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	Listing ideas using graphic organizers	Can prepare a simple outline to organise ideas and information.	48*	B1 (43–50)
		Describing visual information	Can write simple sentences using familiar words, given prompts.	30	A2 (30–35)
			Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures.	39	A2+ (36–42)
	3 Developing	Retelling past experiences	Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model.	46	B1 (43–50)
		Expressing ideas in various genres (e.g. *poetry, interactive journals*)	Can write a short text in a style appropriate to the intended audience.	54	B1+ (51–58)
	4 Expanding	Describing a series of events or procedures	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)
		Creating stories with details about characters and events	Can write a simple story describing the main events, if supported by pictures.	43	B1 (43–50)
	5 Bridging	Describing the sequence of content-related ideas	Can use common connectors to tell a story or describe an event in writing.	45	B1 (43–50)
		Providing details and examples about narratives	Can use a range of adjectives to add detail to a simple description.	49	B1 (43–50)
	6 Reaching	Signaling order of events using temporal words and phrases	Can organise ideas into a logical sequence in a piece of writing.	53	B1+ (51–58)
		Relating real or imagined experiences or events	Can write a description of a real or imagined event (e.g. *a recent trip*).	53*	B1+ (51–58)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Writing

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Listing and illustrating ideas	Can list simple information (e.g. *names, numbers, prices*) from short illustrated texts on familiar topics.	25	A1 (22-29)
		Stating facts associated with images or illustrations	Can write simple sentences about what they or other people can or can't do.	29	A1 (22-29)
			Can write basic, single-clause sentences, given a model.	29	A1 (22-29)
			Can write short answers to questions about what or where people or things are, using simple language.	30	A2 (30-35)
	2 Emerging	Describing elements of processes or procedures	Can describe an event in writing using common connectors to link sentences together.	46	B1 (43-50)
		Stating how something happens using illustrations and sequential language (e.g. *eruption of volcanoes*)	Can write simple sentences to describe what's happening in a sequence of pictures.	34	A2 (30-35)
			Can use linking words such as "when", "if", "that" and "because" to join clauses and sentences together.	47	B1 (43-50)
	3 Developing	Comparing causes of different phenomena	Can make simple comparisons between people, places or things.	40	A2+ (36-42)
		Stating ideas about content-related topics	Can write a short, simple text on a familiar topic, if guided by questions.	39	A2+ (36-42)
	4 Expanding	Relating details and illustrating stages of different cycles (e.g. *frogs, plants*)	Can describe visible changes over time (e.g. *in nature*), given a model.	50	B1 (43-50)
		Describing strategies to solve problems	Can write a simple narrative that contains a main action or problem and a resolution.	49	B1 (43-50)
	5 Bridging	Describing details of processes, procedures, and events	Can describe the steps in a simple technical process, clearly signalling the sequence of actions.	54	B1+ (51-58)
		Producing "how to" manuals based on personal experiences or scientific experiments	Can write a short list of instructions for using or doing something (e.g. *playing a game*), given a model.	42	A2+ (36-42)
	6 Reaching	Elaborating topics with facts, definitions, and details	Can add one or two interesting details to a simple text.	42	A2+ (36-42)
		Comparing different strategies related to procedures or problem-solving	Can systematically evaluate the advantages and disadvantages of various options.	65*	B2 (59-66)

* GSE Learning Objectives with an asterisk indicate provisional levels.

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Indicating decisions or preferences through labeled pictures, words, or phrases	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)
		Providing evidence of natural phenomena or opinions through labeled drawings	No GSE Learning Objective available.		
	2 Emerging	Participating in shared opinion writing experiences	Can answer simple questions in writing about people or things using basic words or phrases.	33	A2 (30–35)
		Connecting preferences, choices, or opinions to reasons	Can link two simple sentences using 'or' to indicate a choice between two alternatives, given prompts or a model.	40	A2+ (36–42)
			Can state the intended purpose of an action, if guided by questions or prompts.	41	A2+ (36–42)
	3 Developing	Communicating different content-related ideas or opinions	Can write two or three related sentences on a familiar topic.	33	A2 (30–35)
			Can write a simple structured paragraph giving their opinion on a familiar topic, given a model.	46	B1 (43–50)
		Describing pros and cons related to social issues or familiar topics	Can write a short text to explain something.	44	B1 (43–50)
	4 Expanding	Supporting main ideas or opinions with evidence from texts	Can provide simple details supporting the main idea of a basic structured paragraph, given prompts or a model.	49	B1 (43–50)
		Providing evidence to support or refute peers' ideas	Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model.	52	B1+ (51–58)
	5 Bridging	Producing persuasive pieces supported by multiple reasons or details	Can write short, simple structured opinion essays on familiar topics, supporting their opinions with reasons.	59	B2 (59–66)
		Stating reasoning for content-related choices	Can give a reason for an action in an informational text, given a model.	46	B1 (43–50)
			Can develop a simple argument stating their reasons for or against a point of view.	57	B1+ (51–58)
	6 Reaching	Elaborating on opinions and reasons	Can develop a hypothesis, given a model.	58	B1+ (51–58)
		Comparing and contrasting important points and details presented in two texts on the same topic	Can write a simple text summarising key facts they have found when researching a topic.	57	B1+ (51–58)
			Can introduce contrasting ideas in a short, simple structured argument essay, using a range of common linking words/phrases.	60	B2 (59–66)

Speaking

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Responding to questions related to stories or experiences (e.g., *"Who came to the door?"*)	Can respond to simple statements or questions related to immediate personal needs.	28	A1 (22-29)
		Acting out and naming events or experiences throughout the school day	Can express immediate needs using simple language (e.g. *'I want a drink', 'I need a pen'*).	26	A1 (22-29)
			Can answer simple questions about their daily routines using gestures and short, fixed expressions.	29	A1 (22-29)
			Can describe their daily routines in a simple way.	30	A2 (30-35)
			Can act out parts of a picture story using simple actions and words.	31	A2 (30-35)
	2 Emerging	Reproducing facts or statements in context	Can paraphrase a simple factual statement related to a familiar topic.	43*	B1 (43-50)
		Participating in multi-media presentations based on research	Can give a short, simple prepared talk on a topic of personal interest.	44	B1 (43-50)
	3 Developing	Retelling simple stories from picture cues	Can re-tell a simple story following the original sequence of events.	44	B1 (43-50)
		Stating information from personal or school-related experiences	Can talk about things they can or can't do using a simple fixed expression.	28	A1 (22-29)
			Can say how they and others get to school every day in a simple way.	30	A2 (30-35)
			Can express ability or lack of ability in relation to basic everyday actions.	31	A2 (30-35)
			Can talk about habits or daily routines in a simple way, given prompts or a model.	32	A2 (30-35)
			Can answer simple questions about times and events (e.g. *in a schedule, timetable or calendar*).	33	A2 (30-35)
			Can talk about their hobbies and interests, using simple language.	34	A2 (30-35)
			Can talk about basic personal experiences, using simple linking words.	37	A2+ (36-42)

* 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	4 Expanding	Sequencing events in stories with temporal transitions (e.g. *"After the sun set..."*)	Can describe very basic events in the past using simple linking words (e.g. *'then', 'next'*).	38*	A2+ (36-42)
		Describing situations and events from school and the community	Can say what people are doing at the time of speaking, if supported by pictures or gestures.	30	A2 (30-35)
			Can describe the appearance of a person or animal using simple language.	33	A2 (30-35)
			Can talk about everyday activities using simple language.	34	A2 (30-35)
	5 Bridging	Describing main ideas of content-related information	Can pass on the main points made in short, simple messages, instructions or announcements, if these are spoken slowly and clearly.	39	A2+ (36-42)
		Asking and answering questions about information from speakers	Can answer simple questions about habits and daily routines.	31	A2 (30-35)
			Can ask simple questions about habits and routines.	33	A2 (30-35)
			Can ask basic questions about quantities and amounts.	34	A2 (30-35)
			Can answer simple questions after giving a presentation on a school topic.	42	A2+ (36-42)
	6 Reaching	Providing descriptive details of content-related information or activities	Can describe past events or experiences, using simple descriptive language to add interest.	47	B1 (43-50)
		Naming the steps for producing multi-media presentations with some detail	Can give a classmate instructions to complete a task using simple language.	32	A2 (30-35)

* 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
Explain	1 Entering	Describing the outcomes of experiments or stories with guidance and visual support	Can suggest possible outcomes to an event or situation, given a model.	47	B1 (43-50)
		Naming or answering Wh-questions related to classroom routines (e.g. *"What do we do now?"*)	Can ask about the identity of an object using a basic phrase (e.g. *What is it?'*).	21	Below A1 (10-21)
			Can answer simple questions about where people or things are, using basic phrases.	24	A1 (22-29)
			Can ask about the location of an object using a basic phrase.	27	A1 (22-29)
			Can talk about when or how often people do things.	36	A2+ (36-42)
	2 Emerging	Naming steps in processes or procedures	Can give the order of things using simple language (e.g. *first, second, third*).	37	A2+ (36-42)
		Describing familiar phenomena in words or phrases	Can say what the weather is like using basic phrases.	27	A1 (22-29)
			Can describe common everyday objects using simple language.	31	A2 (30-35)
	3 Developing	Describe relationships between objects or uses for tools	Can use a limited range of fixed expressions to describe objects, possessions or products (e.g. *size, shape, use, material*).	37	A2+ (36-42)
			Can describe what something is used for, using basic fixed expressions.	37*	A2+ (36-42)
		Expressing cause and effect of behaviors or events	Can give a short description with logically connected facts, given a model.	47	B1 (43-50)
	4 Expanding	Stating details of processes or procedures	Can pass on a series of short, simple instructions if the original instructions are given clearly and slowly.	39	A2+ (36-42)
			Can give a simple description of how to carry out an everyday process (e.g. *a recipe*).	40*	A2+ (36-42)
		Describing consequences of behaviors or occurrences	Can talk about risks or dangers using simple language.	47	B1 (43-50)
	5 Bridging	Connecting ideas in content-related presentations	Can connect ideas using a few simple linking words.	35	A2 (30-35)
		Elaborating on the cause of various phenomena (e.g. *shooting stars, sunsets*)	Can suggest possible reasons why a situation or event has happened, if guided by questions and prompts.	48	B1 (43-50)
	6 Reaching	Elaborating on ideas in light of conversations among students	Can introduce new information in a simple conversation.	42	A2+ (36-42)
		Synthesizing main ideas from supporting details of text read aloud or information obtained from diverse media	Can paraphrase what someone else has said using simple language.	46	B1 (43-50)
			Can repeat the main points of a simple text or conversation, using different words to help someone else understand it.	51	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
Argue	1 Entering	Stating a claim or position from models or examples	Can give simple examples to support their point in a short talk on a familiar topic.	44	B1 (43-50)
		Sharing facts as evidence using sentence starters or sentence frames	No GSE Learning Objective available.		
	2 Emerging	Telling what comes next and showing why	Can briefly say what they think will happen next in a simple story or play.	42	A2+ (36-42)
		Sharing reasons for opinions or claims (e.g. *science experiments*)	Can give simple reasons for a personal opinion about an event or character.	44	B1 (43-50)
	3 Developing	Describing organizing categories for content-related information (e.g. *fish/birds, forests/deserts*)	Can organise ideas for a short talk using simple strategies such as listing or categorising.	50	B1 (43-50)
		Asking and answering questions in collaborative groups	Can ask simple questions about other people (e.g. *their name, age, where they live, things they have*).	27	A1 (22-29)
			Can answer simple questions about very familiar topics, if delivered slowly and clearly.	29	A1 (22-29)
			Can ask people to do things with them, using a fixed expression (e.g. *'Let's play.'*)	29	A1 (22-29)
			Can answer simple questions about other people (e.g. *where they live, who they know*) in a limited way.	30	A2 (30-35)
			Can ask questions during structured classroom discussions.	46	B1 (43-50)
	4 Expanding	Defend claims or opinions to content-related topics	Can give brief reasons for their opinions on familiar topics.	48	B1 (43-50)
		Posing different solutions to content-related issues or problems	Can make suggestions about what to do using a range of expressions (e.g. *'How about...?'*).	47	B1 (43-50)
	5 Bridging	Expressing and supporting different ideas with examples	Can give simple examples to support their point in a short talk on a familiar topic.	44	B1 (43-50)
			Can explain a new idea by giving examples that relate it to something familiar.	53	B1+ (51-58)
		Providing evidence to defend own ideas	Can answer questions about a simple text or story, using evidence from the text to support their answer.	41	A2+ (36-42)
	6 Reaching	Connecting personal comments to the remarks of others to build a case for ideas or opinions	Can take part in classroom discussions, adding to the ideas and opinions of previous speakers.	58	B1+ (51-58)
		Summarizing ideas or opinions from two sides	Can summarize the main points of several related texts.	59	B2 (59-66)

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Identifying key words and phrases in illustrated text	Can identify familiar words in short, simple texts.	23	A1 (22-29)
			Can understand a simple text if supported by pictures.	25	A1 (22-29)
			Can follow the sequence of events in short, simple cartoon stories that use familiar key words.	32	A2 (30-35)
		Signaling language associated with content-related information (e.g. *during preview, view, & review*)	No GSE Learning Objective available.		
	2 Emerging	Identifying time-related language in context (e.g. *in biographies*)	Can understand short, simple descriptions of someone's typical day, if supported by pictures.	31	A2 (30-35)
			Can identify basic biographical information in short simple texts about other people.	37	A2+ (36-42)
		Illustrating experiences of characters in illustrated statements	Can understand short, simple illustrated narratives about everyday activities.	29	A1 (22-29)
	3 Developing	Creating timelines or graphic organizers from illustrated related statements or paragraphs	Can understand the main points in simple descriptive texts on familiar topics.	39	A2+ (36-42)
		Identifying temporal-related words that signal order of events (e.g. *"In the beginning..."*)	Can identify key parts of simple stories (e.g. *beginning, middle, end*).	38	A2+ (36-42)
	4 Expanding	Ordering a series of events based on familiar texts	Can follow the sequence of events in simple narrative texts by recognising common linking words/phrases.	42	A2+ (36-42)
		Identifying main ideas and details in illustrated texts	Can understand some simple details in a short text.	34	A2 (30-35)
	5 Bridging	Paraphrasing narratives or informational text with support (e.g. *arranging paragraph strips*)	Can get the gist of short, simple texts on familiar topics, if supported by pictures.	33	A2 (30-35)
		Highlighting relevant information in grade-level texts to produce summaries	Can identify specific information related to a familiar topic in a short, simple text.	37	A2+ (36-42)
	6 Reaching	Identifying setting and character details from grade-level text	Can identify specific information in a simple story, if guided by questions.	35	A2 (30-35)
		Determining the central messages, lessons, or morals of fables and folktales from diverse cultures	Can recognise some key features of common story types (e.g. *fairy tales*).	49	B1 (43-50)
			Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts.	53	B1+ (51-58)

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Identifying words and phrases in titles and highlighted texts	Can identify key information in short, simple factual texts from the headings and illustrations.	33	A2 (30–35)
		Matching pictures with graphic information from illustrated texts	Can recognise single, familiar everyday words if supported by pictures.	21	Below A1 (10–21)
			Can understand short, simple descriptions of objects, people and animals if supported by pictures.	27	A1 (22–29)
			Can get the gist of a very simple illustrated story.	28	A1 (22–29)
	2 Emerging	Interpreting images, illustrations, and graphics	Can understand basic sentences describing familiar everyday items (e.g. *colour, size*), if supported by pictures.	27	A1 (22–29)
			Can follow basic instructions for making something (e.g. *a mask, a clock*), if supported by pictures.	28	A1 (22–29)
		Identifying elements of expository texts (e.g., *graphs, captions*) in illustrated texts	Can use key words or captions to find information in a simple text.	35	A2 (30–35)
	3 Developing	Sequencing sentences descriptive of processes or procedures in informational 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)
		Locating details in content area texts or media	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly.	33	A2 (30–35)
			Can use a simple contents page to locate information.	34	A2 (30–35)
	4 Expanding	Illustrating cause/ effect relationships in content area texts	Can recognise cause and effect relationships between ideas in simple connected text.	49	B1 (43–50)
		Classifying main ideas and details in informational or explanatory texts	Can extract factual details from a simple text.	40	A2+ (36–42)
	5 Bridging	Identifying relevant information from texts on the same content area topic (e.g. *in open sorts*)	Can scan several short informational texts on the same theme to find relevant information.	57	B1+ (51–58)
		Identifying the main purpose of texts	Can identify the writer's overall purpose in straightforward texts on familiar topics.	51	B1+ (51–58)
	6 Reaching	Describing the connection between a series of historical events, scientific ideas, or steps in technical procedures in texts	Can identify connected ideas in a short paragraph.	43	B1 (43–50)
		Connecting ideas with details in extended content area texts	Can make simple inferences about how ideas are related based on information in a text.	48	B1 (43–50)

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Identifying facts in illustrated informational text read orally	Can understand basic factual statements relating to pictures or simple texts.	30	A2 (30-35)
			Can extract specific information (e.g. *facts and numbers*) from simple informational texts related to everyday life (e.g. *posters, leaflets*).	34	A2 (30-35)
			Can identify key information in short, simple, factual texts.	34	A2 (30-35)
		Identifying language related to likes, needs, and wants in labeled illustrations	Can understand basic information about people's likes and dislikes, if supported by pictures.	26	A1 (22-29)
	2 Emerging	Distinguishing fact from fiction (e.g. *using sentence strips or highlighting texts*)	Can distinguish between factual information and fictional content in a text.	51	B1+ (51-58)
		Identifying claims or opinions in illustrated texts	Can understand basic opinions related to familiar topics, expressed in simple language.	41	A2+ (36-42)
	3 Developing	Identifying different ideas or opinions in written texts	Can identify a point of view in a short, simple narrative text.	42	A2+ (36-42)
		Identifying general academic and content-related words and phrases in text relevant to the genre/ key use (e.g. *"once upon a time" indicates a fairy tale*)	Can identify some common features of traditional stories.	43	B1 (43-50)
	4 Expanding	Sorting content-related information according to specific criteria (e.g. *pros and cons*)	No GSE Learning Objective available.		
		Identifying reasons to strengthen arguments	Can identify words and phrases from different places in a simple text to support their answers.	38	A2+ (36-42)
	5 Bridging	Identifying data from written sources to support positions	Can connect the information in a text with the information given in charts, graphs or diagrams.	52	B1+ (51-58)
		Matching opinions to reasons in informational texts and literature	Can identify evidence that supports the writer's point of view in extended texts on a familiar topic.	57	B1+ (51-58)
			Can identify evidence from multiple texts that compare and contrast points of view on a familiar topic.	60	B2 (59-66)
	6 Reaching	Identifying authors' point of view in texts	Can identify a point of view in a short, simple narrative text.	42	A2+ (36-42)
		Evaluating characters, settings, and events from a variety of media	Can find evidence in a text to justify an opinion about an event or character.	55	B1+ (51-58)

Listening

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Showing what happens next based on familiar oral stories (e.g. *by pointing or drawing*)	Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures.	25	A1 (22-29)
		Drawing or providing other visual displays of people, animals, or objects in response to oral prompts	Can follow basic instructions to colour, draw or make something.	19	Below A1 (10-21)
	2 Emerging	Identifying the "who," "where" and "when" of illustrated statements	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.	19	Below A1 (10-21)
			Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g. *'What's this?'*).	22	A1 (22-29)
			Can say who objects belong to.	29	A1 (22-29)
			Can identify key information (e.g. *places, times*) from short audio recordings, if spoken slowly and clearly.	31	A2 (30-35)
		Identifying main materials or resources from oral descriptions	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)
	3 Developing	Identifying linking words or phrases related to passage of time in speech (e.g. *"on Monday" "the next day"*)	Can recognise basic time words (e.g. *days, months*) in simple phrases or sentences.	22	A1 (22-29)
		Illustrating events in response to audio recordings of stories or poems	No GSE Learning Objective available.		
	4 Expanding	Re-enacting content-related situations or events from oral descriptions	Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.	36	A2+ (36-42)
		Identifying content-related ideas from oral discourse using multi-media (e.g. *retracing steps of a process*)	Can identify the main points of short, clear factual talks or presentations on familiar topics.	49	B1 (43-50)
	5 Bridging	Identifying details of content-related topics from oral discourse	Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing.	30	A2 (30-35)
		Making designs or models following oral directions and specifications (e.g. *maps, origami*)	Can follow multi-step instructions if given slowly and clearly.	37	A2+ (36-42)
	6 Reaching	Identifying key ideas or details from texts read aloud or information presented orally	Can extract the key details from extended informational monologues, if delivered in clear standard speech.	52	B1+ (51-58)
		Determining the main ideas and supporting details of texts read aloud or information in diverse media and formats	Can recognise the relationship between a main point and supporting examples in extended informational talks on familiar topics, if signalled by common linking words.	54	B1+ (51-58)

Listening

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Pointing to visual characteristics of models or real-life objects from oral clues	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)
		Pairing objects, pictures, or equations as directed by a partner	Can follow short, basic classroom instructions, if supported by pictures or gestures.	13	Below A1 (10-21)
			Can understand short, simple instructions addressed slowly and clearly.	20	Below A1 (10-21)
	2 Emerging	Matching oral descriptions to photos, pictures, or icons	Can understand basic phrases about the weather, if spoken slowly and clearly.	24	A1 (22-29)
			Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly.	27	A1 (22-29)
			Can identify common objects from descriptions, if spoken slowly and clearly.	28	A1 (22-29)
			Can identify objects, places or people from short descriptions.	31	A2 (30-35)
		Following simple sequences presented orally to create patterns or sequences	Can identify a simple chronological sequence in a recorded narrative or dialogue.	43*	B1 (43-50)
	3 Developing	Carrying out steps described orally to solve problems	No GSE Learning Objective available.		
		Completing graphic organizers or representations from oral comparisons	Can understand simple comparisons between objects or people, if spoken slowly and clearly.	31	A2 (30-35)
	4 Expanding	Identifying connectors in speech or text read aloud	Can recognise the use of simple linking words e.g. *'and', 'so',* or *'but'* to connect ideas in a short phrase or sentence.	34	A2 (30-35)
		Identifying content-related ideas and details in oral discourse	Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts.	39	A2+ (36-42)
	5 Bridging	Identifying the purpose of language/the message in each content area	No GSE Learning Objective available.		
		Following a series of short oral directions to create models of content-area phenomena or processes	Can follow detailed instructions to complete familiar tasks.	41	A2+ (36-42)
	6 Reaching	Distinguishing shades of meaning among closely related words in oral discourse (e.g. *jump/leap, huge/ enormous*)	Can guess the meaning of new words from a familiar vocabulary set by relating them to known words in the same set.	42	A2+ (36-42)
		Comparing strategies from extended oral discourse	No GSE Learning Objective available.		

* 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	Indicating personal points of view in response to oral phrases or short sentences (e.g. *by thumbs up/thumbs down; agree/disagree cards*)	Can respond to a request for a simple evaluation with a gesture (e.g. *thumbs up*).	10	Below A1 (10-21)
		Identifying preferences from short oral statements	Can understand simple questions and answers about peoples likes and dislikes.	27	A1 (22-29)
			Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly.	31	A2 (30-35)
			Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly.	38	A2+ (36-42)
	2 Emerging	Distinguishing opinions from facts from peers' oral presentations	Can distinguish facts from opinions in a simple, straightforward presentation or lecture.	55*	B1+ (51-58)
		Categorizing content-based pictures or objects from oral descriptions (e.g. *"animals that form groups to help members survive"*)	Can identify key information in a short passage or description, if supported by prompts or questions.	38	A2+ (36-42)
	3 Developing	Identifying similarities and differences from oral content-related materials or equipment	Can understand differences between the information given in short conversations or passages on similar topics.	41	A2+ (36-42)
			Can understand similarities between the information given in short conversations or passages on similar topics.	41	A2+ (36-42)
		Identifying different points of view in short oral dialogues	Can distinguish between different points of view in a discussion or presentation.	56*	B1+ (51-58)
	4 Expanding	Interpreting oral information from different sides	No GSE Learning Objective available.		
		Identifying opposing sides of arguments in dialogues	Can identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech.	55	B1+ (51-58)
	5 Bridging	Comparing oral arguments with representations and models	Can compare and contrast information from spoken texts or conversations.	56	B1+ (51-58)
		Identifying claims in oral presentations	Can understand the main points of a talk or presentation in order to give their own opinions.	57	B1+ (51-58)
	6 Reaching	Identifying evidence to support claims/ opinions from multimedia	Can distinguish between main ideas and supporting details in a simple presentation or lecture.	53*	B1+ (51-58)
			Can recognise the relationship between a main point and supporting examples in extended informational talks on familiar topics, if signalled by common linking words.	54	B1+ (51-58)
		Following agreed-upon rules for discussions around differing opinions	Can recognise language expressing agreement and disagreement in extended informal discussions, if the speakers use clear standard speech.	53	B1+ (51-58)

* 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	Expressing own ideas through drawings, gestures, words and phrases	Can respond to a simple question with a gesture (e.g. *a shake of the head*) or yes/no answer.	11	Below A1 (10-21)
		Expressing agreement/ disagreement nonverbally (e.g. *thumbs up or down*)	Can respond to a request for a simple evaluation with a gesture (e.g. *thumbs up*).	10	Below A1 (10-21)
	2 Emerging	Asking yes or no questions to request clarification	Can ask for repetition and clarification when they don't understand, using simple fixed expressions.	29	A1 (22-29)
		Recognizing how different intonation conveys different meanings	Can speak with appropriate intonation to correctly convey intended meaning	41*	A2+ (36-42)
			Can understand differences in meaning created by word intonation or stress patterns in simple phrases or sentences.	45	B1 (43-50)
	3 Developing	Negotiating agreement in small groups	Can express agreement using simple fixed expressions.	33	A2 (30-35)
			Can recognise simple expressions of agreement and disagreement in short, informal discussions, if the speakers talk slowly and clearly.	37	A2+ (36-42)
		Expressing own ideas consistent with the topic discussed	Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses.	28	A1 (22-29)
			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)
	4 Expanding	Expressing own ideas and supporting ideas of others	Can explain the main points of an idea or problem.	52	B1+ (51-58)
			Can express agreement using simple fixed expressions.	33	A2 (30-35)
		Proposing new solutions to resolve conflict in small groups	Can recognise when people disagree or when difficulties occur in interaction and adapt memorised, simple phrases to seek compromise and agreement.	32*	A2 (30-35)
	5 Bridging	Initiating and maintaining conversations	Can initiate, maintain and close simple, face-to-face conversations on familiar topics.	46*	B1 (43-50)
		Challenging ideas respectfully	Can express tentative disagreement politely, using a range of fixed expressions.	51	B1+ (51-58)
		Listening to, building, and extending ideas	Can express understanding and appreciation of different ideas, feelings and viewpoints.	61	B2 (59-66)
	6 Reaching	Sharing topic-related information	Can pass on information in a way that demonstrates understanding of the original meaning.	52	B1+ (51-58)
		Building on remarks of others by linking comments	Can take part in classroom discussions, adding to the ideas and opinions of previous speakers.	58	B1+ (51-58)
		Maintaining audience engagement through specific language and body movement	Can choose a few simple words or phrases that will have a specific effect on the listener.	51	B1+ (51-58)

* GSE Learning Objectives with an asterisk indicate provisional levels.

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