

Pearson

Global Scale of English

Fast-track your progress

Alignment of the WIDA English Language Development Standards to the Global Scale of English: Grades 6–8

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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 6-8. 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 6-8, 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	Producing labeled illustrations of conclusions reached in problem-solving with a partner	Can label simple pictures related to familiar topics by copying single words.	16	Below A1 (10–21)
		Reproducing words and phrases related to topics (e.g. *including cognates*)	Can list simple information (e.g. *names, numbers, prices*) from short illustrated texts on familiar topics.	25	A1 (22–29)
	2 Emerging	Completing sentences using word banks	Can write simple sentences about familiar things, given prompts or a model.	32	A2 (30–35)
		Producing statements related to main ideas on familiar topics in home language and English	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. *family, animals, possessions*), given a model.	35	A2 (30–35)
			Can write short, basic descriptions of everyday activities, given prompts or a model.	35	A2 (30–35)
	3 Developing	Producing short paragraphs with main ideas and some details	Can use common adjectives to add detail to simple phrases or sentences.	37	A2+ (36–42)
			Can write short, simple structured paragraphs on familiar topics, given prompts or a model.	43	B1 (43–50)
		Composing dialogues or blogs based on personal experiences	Can write short, simple texts about topics of personal relevance, given prompts or a model.	38	A2+ (36–42)
			Can write about past activities using simple language, given a model.	40	A2+ (36–42)
			Can write a short description of an event they have taken part in, or are familiar with, given a model.	41	A2+ (36–42)
			Can write short online posts or blogs about everyday topics, activities and feelings, giving simple key details.	45	B1 (43–50)
	4 Expanding	Producing content related reports	Can write short, simple explanations, given a model.	43	B1 (43–50)
			Can write a short text to report something.	49	B1 (43–50)
		Reproducing a sequence of events or experiences using transitional words	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)

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount *(cont.)*	5 Bridging	Producing research reports using multiple sources	Can write a simple description or report using information taken from other texts.	52	B1+ (51-58)
			Can organise ideas into a logical sequence in a piece of writing.	53	B1+ (51-58)
		Summarizing conclusions reached from steps in problem-solving or conducting experiments	Can paraphrase short written passages following the original ordering.	54	B1+ (51-58)
	6 Reaching	Providing a concluding statement or section that follows from and supports the information presented	Can write simple conclusions linked to previous statements or arguments.	55	B1+ (51-58)
		Conveying sequence, signaling shifts from one time frame to another, and showing the relationships among experiences and events	Can signal time sequence in a longer narrative text about a real or imagined event, using a range of language.	61	B2 (59-66)

Writing

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Indicating relationships by drawing and labeling content related pictures on familiar topics	Can write simple captions for pictures.	38	A2+ (36–42)
		Describing processes or cycles by labeling diagrams and graphs	Can write a sequence of simple instructions if supported by pictures.	39	A2+ (36–42)
	2 Emerging	Connecting short sentences	Can write short, simple texts on familiar topics in linked sentences.	40	A2+ (36–42)
		Comparing illustrated descriptions of content-related concepts (e.g. *mitosis v. meiosis*)	Can make simple comparisons between people, places or things.	40	A2+ (36–42)
	3 Developing	Comparing and contrasting information, events, or characters	Can describe similarities between two people (e.g. *appearance, personality, interests*) in simple connected text, given a model.	42	A2+ (36–42)
		Producing descriptive paragraphs around a central idea	Can write a simple structured paragraph giving their opinion on a familiar topic, given a model.	46	B1 (43–50)
			Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model.	46	B1 (43–50)
	4 Expanding	Describing relationships between details or examples and supporting ideas	Can illustrate a general statement by giving specific examples.	52	B1+ (51–58)
		Connecting content-related themes or topics to main ideas	Can provide simple details supporting the main idea of a basic structured paragraph, given prompts or a model.	49	B1 (43–50)
			Can organise ideas around a theme and in a logical sequence.	55	B1+ (51–58)
	5 Bridging	Producing informational text around graphs and charts	Can write simple sentences using information from diagrams, charts etc.	45	B1 (43–50)
			Can integrate numerical information into an informational text to give more precise details, given a model.	54	B1+ (51–58)
		Comparing content related ideas from multiple sources in essays, reports, and narratives	Can contrast two ideas in simple connected text using a range of common linking words/phrases (e.g. *'but', 'although', 'on the other hand'*).	53	B1+ (51–58)
			Can write a simple text summarising key facts they have found when researching a topic.	57	B1+ (51–58)
	6 Reaching	Determining two or more central ideas in text and tracing their development	Can organise related ideas in a structured piece of writing.	57	B1+ (51–58)
			Can develop a hypothesis, given a model.	58	B1+ (51–58)
		Evaluating the interactions between individuals, events, and ideas in text (e.g. *how ideas influence individuals or events and the converse*)	Can compare and evaluate ideas in a structured and logical text.	66*	B2 (59–66)
			Can understand and summarise key information from long converastions or narratives.	70	B2+ (67–75)

* 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
Argue	1 Entering	Generating words and phrases that represent opinions (e.g. *"I think..."*)	Can answer simple questions in writing about people or things using basic words or phrases.	33	A2 (30–35)
		Making lists of topic choices with peers	Can write lists for specific purposes (e.g. *shopping lists, gift lists*) using memorised words, if supported by pictures.	28	A1 (22–29)
	2 Emerging	Stating opinions using evaluative language related to content (e.g. *"I agree. Metric is better."*)	Can make short comments online about a text, picture or video using simple language, provided they can use internet tools to support them.	40	A2+ (36–42)
		Connecting simple sentences to form content-related ideas	Can write short, simple descriptive texts about familiar places using basic connectors, given a model.	41	A2+ (36–42)
	3 Developing	Substantiating opinions with content-related examples and evidence	Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model.	52	B1+ (51–58)
		Providing feedback to peers on language used for claims and evidence	Can edit and improve a piece of writing following feedback from a teacher.	51	B1+ (51–58)
	4 Expanding	Crafting persuasive pieces (e.g. *editorials*) with a series of substantiated content-related claims	Can write a short persuasive text (e.g. *a leaflet*), given a model.	55	B1+ (51–58)
		Composing scripts with protagonists and antagonists	Can write a very simple play-script with appropriate layout and features (e.g. *stage directions*).	62	B2 (59–66)
	5 Bridging	Presenting opinions in persuasive essays or reports backed by content-related research	Can write short, simple structured argument essays on familiar topics.	57	B1+ (51–58)
			Can list reasons for or against a point of view in a short, simple structured argument essay, using a range of common linking words/phrases.	61	B2 (59–66)
		Justifying ideas using multiple sources	Can compare and contrast information from different sources.	66	B2 (59–66)
	6 Reaching	Introducing claims and opposing claims, along with their associated reasons and evidence	Can introduce contrasting ideas in a short, simple structured argument essay, using a range of common linking words/phrases.	60	B2 (59–66)
			Can summarise opposing arguments in writing, including supporting evidence.	70*	B2+ (67–75)
		Closing with concluding statements or paragraphs that support claims	Can end a discursive argument with a clear conclusion and opinion.	61*	B2 (59–66)

* 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	Answering select Wh-questions	Can answer simple questions about very familiar topics, if delivered slowly and clearly.	29	A1 (22-29)
			Can answer simple questions about their life and experiences.	37	A2+ (36-42)
		Naming and briefly describing past community or school events using visual support (e.g. *posters, photographs*)	Can talk about an event in the past using fixed expressions, given a model.	39	A2+ (36-42)
			Can talk about past events or experiences, using simple language.	41	A2+ (36-42)
	2 Emerging	Stating main ideas or points of classroom conversations	Can pass on the main points of a short, simple everyday conversation, provided the speakers talk slowly and clearly.	40	A2+ (36-42)
		Restating details of content-related topics (in home language and English) in small groups	Can pass on information in a way that demonstrates understanding of the original meaning.	52	B1+ (51-58)
	3 Developing	Relating a series of events by expressing time in multiple tenses	Can describe past events or experiences, using simple descriptive language to add interest.	47	B1 (43-50)
		Connecting ideas in content-related discourse using transitions	Can talk about basic personal experiences, using simple linking words.	37	A2+ (36-42)
	4 Expanding	Paraphrasing and summarizing content-related ideas presented orally	Can paraphrase what someone else has said using simple language.	46	B1 (43-50)
		Connecting ideas with supporting details in a variety of oral venues	Can add detail to descriptions of everyday topics (e.g. *people, places, experiences*) using a range of nouns and verbs.	49	B1 (43-50)
			Can deliver a talk, presentation or performance, given time to rehearse and revise the material.	58	B1+ (51-58)
	5 Bridging	Producing oral multimedia, content-related reports based on research from multiple sources	Can summarize the main points of several related texts.	59	B2 (59-66)
		Tracing the evolution of literary characters, themes, and plots from different venues (e.g. *digital text or video*)	Can describe the key themes and characters in short narratives on familiar everyday topics, written in standard language.	48	B1 (43-50)
			Can describe the plot of a book, play or film in some detail.	57	B1+ (51-58)
	6 Reaching	Restating new information expressed by others in extended speech	Can paraphrase in simpler terms what someone else has said.	60*	B2 (59-66)
		Posing questions that elicit elaboration and responding to others' questions and comments	Can ask someone to clarify or elaborate what they have just said.	50*	B1 (43-50)
			Can express understanding and appreciation of different ideas, feelings and viewpoints.	61	B2 (59-66)
			Can ask someone to elaborate on a point in an academic discussion, using linguistically complex language.	75*	B2+ (67-75)

* 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	Comparing attributes of real-life objects with a partner	Can make simple, direct comparisons between two people or things using common adjectives, given a model.	38	A2+ (36-42)
		Showing how to solve real-world problems using symbols, numerals, graphs, or diagrams	Can make suggestions about what to do, using a few basic fixed expressions (e.g. *'Let's', 'Why don't we ...?*').	42	A2+ (36-42)
	2 Emerging	Describing situations from modeled sentences	Can describe everyday activities in town (e.g. *buying food at the supermarket, borrowing a book from the library*) using simple language.	37	A2+ (36-42)
			Can give a short, basic description of a special event if guided by questions or prompts.	39	A2+ (36-42)
		Connecting two content-related ideas that define "how" or "why"	No GSE Learning Objective available.		
	3 Developing	Demonstrating how to conduct experiments, engage in processes, or solve problems with support	Can give simple instructions to a classmate to complete a task.	33	A2 (30-35)
		Stating why events occur, phenomena exist, or some things happen	Can suggest possible reasons why a situation or event has happened, if guided by questions and prompts.	48	B1 (43-50)
	4 Expanding	Comparing content related concepts	Can organise ideas for a short talk using simple strategies such as listing or categorising.	50	B1 (43-50)
		Connecting ideas with supporting details to show relationships (e.g. *characters' actions to their feelings*)	Can give simple examples to support their point in a short talk on a familiar topic.	44	B1 (43-50)
			Can talk about the key details they have understood in fiction and non-fiction texts.	56	B1+ (51-58)
	5 Bridging	Giving demonstrations with step-by-step details (e.g. *converting Fahrenheit to Celsius*)	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	57*	B1+ (51-58)
		Evaluating the significance of events, people, or phenomena in oral presentations	Can compare and evaluate different ideas using a range of linguistic devices.	70*	B2+ (67-75)
	6 Reaching	Adapting speech to a variety of contexts and tasks (e.g. *use of register*)	Can express ideas in a discussion or presentation using an appropriate tone and register.	65*	B2 (59-66)
		Posing questions that connect several speakers' ideas and responding to others' ideas	Can take part in classroom discussions, adding to the ideas and opinions of previous speakers.	58	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	Responding yes or no to short statements or questions related to a claim	Can give a simple evaluation, using a fixed expression (e.g. *'Yes/No', 'Good/Bad'*).	17	Below A1 (10–21)
		Expressing personal points of view (in home language and English) in support of or against a claim	Can express their opinions on familiar topics, using simple language.	41	A2+ (36–42)
	2 Emerging	Answering simple questions related to claims	Can express belief, opinion, agreement and disagreement politely.	45*	B1 (43–50)
		Stating evidence to support claims (in home language and English)	Can give brief reasons for their opinions on familiar topics.	48	B1 (43–50)
	3 Developing	Critiquing opposing claims	Can ask simple questions about opinions or beliefs.	44	B1 (43–50)
			Can express different degrees of certainty and doubt.	56	B1+ (51–58)
		Evaluating the value of options in content-based situations	Can justify a viewpoint on a simple topic by discussing some pros and cons of various options.	57*	B1+ (51–58)
	4 Expanding	Connecting ideas with supporting details or evidence	Can give a short description with logically connected facts, given a model.	47	B1 (43–50)
		Taking stances and summarizing ideas supporting them	Can summarise the key information in basic diagrams, e.g. *bar charts, timelines*.	54	B1+ (51–58)
	5 Bridging	Engaging in debates on content-related topics with claims and counterclaims along with reasonable evidence	Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise.	64	B2 (59–66)
			Can compare the advantages and disadvantages of different options using a range of complex linking words/phrases.	60	B2 (59–66)
		Defending points of view with specific claims	Can develop a clear argument with supporting subsidiary points and relevant examples.	66*	B2 (59–66)
	6 Reaching	Paraphrasing new information expressed by others and, when warranted, modifying views or positions	Can paraphrase an idea using a range of linguistic devices.	69*	B2+ (67–75)
		Making presentations with multimedia components to clarify claims and emphasize salient points	Can give clear presentations highlighting significant points with relevant supporting detail.	70*	B2+ (67–75)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Identifying responses to Wh- questions in charts or illustrated text	Can understand the main ideas in simple informational texts, if supported by pictures.	35	A2 (30-35)
			Can infer information from the labels on basic diagrams (e.g. *bar charts, timelines*) in simple informational texts.	46	B1 (43-50)
		Identifying icons in graphs, charts, and environmental print related to familiar topics	Can identify key information in short, simple factual texts from the headings and illustrations.	33	A2 (30-35)
	2 Emerging	Sequencing illustrated text of narrative or informational events	Can follow the sequence of events in simple narrative texts by recognising common linking words/phrases.	42	A2+ (36-42)
		Locating main ideas in a series of simple sentences	Can understand the main ideas in short, simple stories on familiar topics.	38	A2+ (36-42)
			Can understand the main points in simple descriptive texts on familiar topics.	39	A2+ (36-42)
			Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions.	41	A2+ (36-42)
	3 Developing	Identifying topic sentences, main ideas, and details in paragraphs	Can identify the topic sentence in simple structured paragraphs on familiar topics, if supported by questions or prompts.	45	B1 (43-50)
		Connecting people to actions based on oral descriptions with details	Can identify the connections between short phrases by recognising common linking words.	43	B1 (43-50)
	4 Expanding	Ordering paragraphs in narrative and informational text	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.	43	B1 (43-50)
		Identifying summaries of passages in a variety of genres	No GSE Learning Objective available.		
	5 Bridging	Sequencing main ideas, events, and conclusions in narrative and informational text	Can follow chronological sequence in a formal structured text.	52*	B1+ (51-58)
		Matching details of content-related topics to main ideas	Can make simple inferences about how ideas are related based on information in a text.	48	B1 (43-50)
			Can understand key details in fiction and non-fiction texts.	53	B1+ (51-58)
	6 Reaching	Identifying a central idea of a text and how it is conveyed through particular details; summarizing text absent personal opinions or judgments	Can identify why a choice of words in a text is effective, if guided by questions or prompts.	59	B2 (59-66)
			Can evaluate how effectively an author has created a particular mood in a text, if guided by questions.	59	B2 (59-66)
			Can understand the writer's choice of words in descriptive texts to create particular effects.	66	B2 (59-66)
		Evaluating how a central event is introduced, illustrated, and elaborated in text (e.g. *through examples or anecdotes*)	Can recognise examples and their relation to the idea they support.	54*	B1+ (51-58)
			Can follow the development of a central theme in an academic text.	65*	B2 (59-66)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Matching content related objects, pictures, or media to words and phrases	Can identify specific information related to a familiar topic in a short, simple text.	37	A2+ (36-42)
		Identifying social or academic topics highlighted in text	Can identify the main topic of a simple structured text.	38	A2+ (36-42)
	2 Emerging	Comparing ideas on the same topic in a series of simple sentences	Can compare different facts or ideas in simple texts.	44	B1 (43-50)
		Identifying how content-related phenomena relate to one another in illustrated text or media	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)
	3 Developing	Illustrating relationships between main ideas and details in paragraphs	Can identify the main topic and related ideas in a structured text.	49*	B1 (43-50)
		Sequencing steps or events to describe processes (e.g. *solving math problems*)	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)
	4 Expanding	Matching content related cause to effect in graphically supported text	Can recognise cause and effect relationships between ideas in simple connected text.	49	B1 (43-50)
		Highlighting text evidence that points to how systems function (e.g. *different forms of government*)	Can find specific information in extended informational texts using text features such as headings and captions.	56	B1+ (51-58)
	5 Bridging	Sorting grade-level text by highlighting elements of the genre (e.g. *differentiating the "how" from the "why"*)	Can recognise some key features of common story types (e.g. *fairy tales*).	49	B1 (43-50)
		Sequencing events based on cause and effect (e.g. *how machines operate*)	Can understand cause and effect relationships in a simple academic text, if clearly signalled.	52*	B1+ (51-58)
	6 Reaching	Comparing and contrasting information from experiments, simulations, videos, or multimedia sources with that of text on the same topics	Can link the main ideas in a text to similar ideas in other texts.	54	B1+ (51-58)
			Can identify evidence from multiple texts that compare and contrast points of view on a familiar topic.	60	B2 (59-66)
		Identifying factors that contribute to phenomena in explanations	Can identify links between events in a text to explain why they happened.	50	B1 (43-50)

* GSE Learning Objectives with an asterisk indicate provisional levels.

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Identifying words or phrases associated with topic choices	Can understand the relationship between words from the same vocabulary set (e.g. *colours, foods, classroom objects*).	23	A1 (22-29)
		Classifying true from false short statements	Can identify key information in a text to answer simple yes/no questions.	31	A2 (30-35)
	2 Emerging	Distinguishing facts from opinions in text	Can understand simple opinions	44*	B1 (43-50)
			Can distinguish between fact and opinion in a simple text.	49	B1 (43-50)
		Identifying features associated with content-related claims	Can identify some common features of traditional stories.	43	B1 (43-50)
			Can understand the purpose of some common features of a text if prompted by questions.	49	B1 (43-50)
	3 Developing	Identifying claims and the reasons for each claim	Can skim a text to identify specific ideas.	50	B1 (43-50)
		Identifying opposing points of view	Can identify different points of view in a simple text.	47	B1 (43-50)
	4 Expanding	Identifying evidence to support analysis of what texts say (e.g. *position papers*)	Can identify evidence that supports the writer's point of view in extended texts on a familiar topic.	57	B1+ (51-58)
		Classifying pros and cons of claims and evidence presented within written texts	Can recognise contrasting ideas in a structured text when signalled by discourse markers.	57*	B1+ (51-58)
	5 Bridging	Evaluating evidence presented in support of claims	Can distinguish supporting details from the main points in a text.	61*	B2 (59-66)
		Developing a stance in favor of or against claims presented within content related text	Can distinguish between the main and secondary points in extended informational texts related to general topics.	63	B2 (59-66)
	6 Reaching	Identifying specific evidence to support analyses of content area text	Can evaluate information in an academic text using specific criteria.	70*	B2+ (67-75)
		Distinguishing among facts, reasoned judgment, and speculation in text	Can distinguish between fact and opinion in complex formal contexts.	71*	B2+ (67-75)

* 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
Recount	1 Entering	Identifying familiar objects or places from oral statements	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)
		Pointing to objects, people, or places based on short oral descriptions	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.	19	Below A1 (10-21)
	2 Emerging	Sequencing labeled visuals per oral directions	Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.	36	A2+ (36-42)
		Identifying settings or time frames in narrative or informational scenarios read aloud	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly.	33	A2 (30-35)
	3 Developing	Matching main ideas of familiar text read aloud to visuals	Can identify the main points in short talks on familiar topics, if delivered slowly and clearly.	36	A2+ (36-42)
		Stating the next event in a series based on clues from narrative or informational oral texts	Can listen to a short narrative and predict what will happen next.	43*	B1 (43-50)
	4 Expanding	Identifying main ideas and details 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)
		Evaluating oral presentations of peers based on criteria for success	Can critically evaluate the main points of a straightforward presentation or lecture.	61*	B2 (59-66)
	5 Bridging	Categorizing details of content-related main ideas seen and heard in videos or other technologies	Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech.	50	B1 (43-50)
		Sequencing a series of illustrated events from oral passages (e.g. *historical recaps*)	Can recognise a range of common linking words/ phrases signalling the sequence of events in short, simple narratives.	44	B1 (43-50)
			Can follow chronological sequences in extended informal speech at natural speed.	65*	B2 (59-66)
	6 Reaching	Identifying key ideas expressed orally	Can extract the key details from extended informational monologues, if delivered in clear standard speech.	52	B1+ (51-58)
		Identifying new information expressed by others	Can recognise that a new topic has been introduced in a presentation or lecture when signalled by discourse markers.	57*	B1+ (51-58)

* 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
Explain	1 Entering	Matching instructional language, given orally, with visual representation (e.g. *"Show me your schedule."*)	Can understand straightforward instructions, if spoken slowly and clearly.	27	A1 (22-29)
		Identifying functions of content-related topics based on short oral statements reinforced visually (e.g. *organisms in ecosystems*)	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly.	33	A2 (30-35)
	2 Emerging	Classifying content related visuals per oral descriptions (e.g. *environmental v. genetic factors*)	No GSE Learning Objective available.		
		Matching oral sentences of cause and effect to illustrations (e.g. *weather or climate conditions*)	Can get the gist of a short weather forecast, if delivered slowly and clearly and supported by pictures.	34	A2 (30-35)
	3 Developing	Matching main ideas of familiar text read aloud with visuals	Can identify the main points in short talks on familiar topics, if delivered slowly and clearly.	36	A2+ (36-42)
		Showing differences between or among content-related phenomena described orally (e.g. *descriptive statistics*)	Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly.	37	A2+ (36-42)
	4 Expanding	Identifying relationships between people, ideas, or events in oral discourse	Can recognise the use of common linking words/ phrases (e.g. *'firstly', 'also'*) to list similar ideas in simple talks on familiar topics.	44	B1 (43-50)
		Matching complex oral descriptions to images, graphs, or formulas	Can relate information in a presentation to the same information given in graphs, charts and tables.	59*	B2 (59-66)
	5 Bridging	Carrying out a series of oral directions to construct mathematical or scientific models	Can follow detailed directions.	53*	B1+ (51-58)
		Connecting details to main ideas based on extended 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)
	6 Reaching	Evaluating main ideas and supporting details presented in diverse media and oral 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)
		Developing models from oral discourse and multimedia (e.g. *YouTube videos*)	Can understand the main points of complex and abstract presentations in their field.	71*	B2+ (67-75)

* 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	Signaling agreement or disagreement of short oral statements or questions	Can recognise simple expressions of agreement and disagreement in short, informal discussions, if the speakers talk slowly and clearly.	37	A2+ (36–42)
		Identifying points of view (e.g. *first or third person*) from short statements	Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience.	48*	B1 (43–50)
	2 Emerging	Identifying claims from a series of oral statements	Can infer opinions in a simple presentation or lecture, if guided by questions.	49	B1 (43–50)
		Identifying evidence to support claims from charts and tables	Can identify details that support a point of view in a simple presentation or lecture aimed at a general audience.	51*	B1+ (51–58)
	3 Developing	Illustrating claims or reasons from oral narratives	Can distinguish facts from opinions in a simple, straightforward presentation or lecture.	55*	B1+ (51–58)
		Identifying opposing perspectives from oral text (e.g. *sides in wars, regimes, or revolutions*)	No GSE Learning Objective available.		
	4 Expanding	Matching evidence to claims in oral discourse	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)
		Formulating opinions based on evidence presented within oral discourse	No GSE Learning Objective available.		
	5 Bridging	Establishing connections among claims, arguments, and supporting evidence within oral discourse	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)
		Comparing opposing points of-view presented within oral discourse	Can distinguish between different points of view in a discussion or presentation.	56*	B1+ (51–58)
	6 Reaching	Evaluating the soundness of opposing claims presented orally	Can evaluate the strength of a speaker's argument in a linguistically complex presentation or discussion.	74*	B2+ (67–75)
		Identifying bias within claims in oral discourse	Can identify personal bias in a presentation or lecture.	69*	B2+ (67–75)

* 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	Using appropriate nonverbal behaviors to show engagement and listening	Can show interest in an idea using simple language and gestures.	26	A1 (22-29)
		Contributing to conversations by sharing own work (e.g. *pictures, posters, graphics*)	Can read aloud their own writing, given time to prepare.	32	A2 (30-35)
	2 Emerging	Inviting others to participate	Can invite others to give their opinions in a discussion, using a range of fixed expressions.	49	B1 (43-50)
		Answering Wh questions in conversations	Can answer simple questions about their life and experiences.	37	A2+ (36-42)
		Connecting ideas to one's experiences	Can talk about basic personal experiences, using simple linking words.	37	A2+ (36-42)
	3 Developing	Supporting 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)
		Asking clarifying questions to demonstrate engagement	Can ask someone simple questions about their life and experiences.	36	A2+ (36-42)
			Can address or respond to others in a variety of familiar situations.	37*	A2+ (36-42)
			Can check or clarify information using some simple fixed expressions.	41*	A2+ (36-42)
		Generating new questions to maintain conversations	Can initiate, maintain and close simple, face-to-face conversations on familiar topics.	46*	B1 (43-50)
			Can introduce new information in a simple conversation.	42	A2+ (36-42)
	4 Expanding	Recognizing purposes of contributions in conversations	Can show interest in conversation using fixed expressions.	41*	A2+ (36-42)
		Demonstrating awareness of personal bias when defending one's point of view	No GSE Learning Objective available.		
	5 Bridging	Building on the ideas of others	Can take part in classroom discussions, adding to the ideas and opinions of previous speakers.	58	B1+ (51-58)
		Listening to others with a purpose (e.g. *to challenge own or others' ideas*)	No GSE Learning Objective available.		

* 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
Discuss *(cont.)*	6 Reaching	Presenting organized ideas and information on content topics including the use of graphics and multimedia	Can summarise the key information in basic diagrams, e.g. *bar charts, timelines*.	54	B1+ (51-58)
			Can construct a chain of reasoned argument.	62*	B2 (59-66)
			Can describe conclusions they have drawn from graphs and charts, using linguistically complex language.	75*	B2+ (67-75)
		Synthesizing ideas of several speakers, posing questions, and responding with evidence, examples, and ideas	Can use rhetorical questions in a presentation to keep the audience interested.	71*	B2+ (67-75)
			Can synthesise information from two or more academic sources in a discussion or presentation.	75*	B2+ (67-75)
			Can manage discussions to ensure that they are based on facts and evidence rather than speculation.	75*	B2+ (67-75)

* GSE Learning Objectives with an asterisk indicate provisional levels.

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