

Pearson

Global Scale of English

Fast-track your progress

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

November 2024

Contents

About the GSE 3

Alignment methodology 5

Alignment Results 5

Writing 6

Speaking 9

Reading 12

Listening 15

Oral language 18

References 20

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 Kindergarten. 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 Kindergarten, 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	Dictating personal information scribed by adults (e.g. *about self and family members*)	Can copy some short familiar words presented in standard printed form.	10	Below A1 (10-21)
		Reproducing icons or environmental print related to self from models	Can trace straight and wavy lines and shapes.	10	Below A1 (10-21)
	2 Emerging	Reproducing symbols, numbers, and illustrated words from models in context	Can copy straight and wavy lines and shapes.	10	Below A1 (10-21)
		Drawing and labeling familiar people, objects, or events from models (e.g. *word walls, posters, cards*)	Can label simple pictures related to familiar topics by copying single words.	16	Below A1 (10-21)
	3 Developing	Reproducing familiar words from labeled models or illustrations (e.g. *labeled dioramas*)	Can trace simple words and phrases in upper and lower case.	16	Below A1 (10-21)
		Restating facts about personal experiences shared with classmates (e.g. *through illustrated text*)	Can write simple facts about themselves (e.g. *name, age*), given prompts or a model.	22	A1 (22-29)
	4 Expanding	Producing familiar words and phrases from environmental print and illustrated text	Can write some familiar words.	20	Below A1 (10-21)
			Can list simple information (e.g. *names, numbers, prices*) from short illustrated texts on familiar topics.	25	A1 (22-29)
		Drawing and describing different parts of stories, personal experiences, or events (e.g. *written conversations*) with a peer	Can write basic sentences about what they and others possess (e.g. *everyday items, pets*), given prompts or a model.	29	A1 (22-29)
	5 Bridging	Describing everyday experiences using illustrated phrases and short sentences	Can write simple sentences using familiar words, given prompts.	30	A2 (30-35)
			Can write short answers to questions about what or where people or things are, using simple language.	30	A2 (30-35)
		Producing illustrated stories about self or family (e.g. *using one or more languages*)	Can write basic sentences identifying immediate family members, given prompts or a model.	27	A1 (22-29)
			Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. *family, animals, possessions*), given a model.	35	A2 (30-35)
	6 Reaching	Stating information to answer modeled questions about experiences with guidance	Can write short, basic descriptions of everyday activities, given prompts or a model.	35	A2 (30-35)
		Using new words and phrases acquired through conversations or oral reading in short illustrated sentences	Can select key words and phrases from a short simple text and use them in their own writing.	41	A2+ (36-42)

Writing

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Explain	1 Entering	Describing familiar routines by drawing pictures and dictating to adults (e.g. *in one or more languages*)	Can draw a picture of a new word they've heard to demonstrate understanding (before they can write it).	15*	Below A1 (10-21)
		Drawing what comes next (e.g. *in stories or experiments*)	No GSE Learning Objective available.		
	2 Emerging	Connecting oral language to print (e.g. *through language experience*)	Can link letters to sounds when writing basic words.	23	A1 (22-29)
		Reproducing labeled pictures or photographs to describe processes or procedures (e.g. *producing an album*)	Can write lists for specific purposes (e.g. *shopping lists, gift lists*) using memorised words, if supported by pictures.	28	A1 (22-29)
	3 Developing	Describing familiar events or phenomena using sentence starters and drawings	Can write simple sentences about familiar things, given prompts or a model.	32	A2 (30-35)
		Identifying self as an author through pictures and invented words (e.g. *by keeping a journal*)	Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model.	26	A1 (22-29)
			Can post short, simple statements about themselves online if they can select options from a menu.	33	A2 (30-35)
			Can write simple sentences about what they/ other people are doing.	33	A2 (30-35)
	4 Expanding	Describing how to do something through a sequence of pictures and words	Can write simple sentences to describe what's happening in a sequence of pictures.	34	A2 (30-35)
		Composing group drafts on different processes based on oral input or experiences modeled by teachers	No GSE Learning Objective available.		
	5 Bridging	Describing uses of tools or objects with a peer (e.g. *from illustrated phrase walls*)	Can write basic sentences referring to everyday items (e.g. *classroom objects*), given prompts or a model.	27	A1 (22-29)
			Can write basic instructions (e.g. *how to draw or colour something*).	39	A2+ (36-42)
		Sequencing content-related processes by drawing and describing objects (e.g. *from seeds to plants*)	Can write simple sentences about about everyday objects.	32	A2 (30-35)
			Can write a sequence of simple instructions if supported by pictures.	39	A2+ (36-42)
	6 Reaching	Stating steps of familiar routines or events by drawing, dictating, and writing	Can write a single basic sentence about daily routines and activities.	28	A1 (22-29)
			Can write a few simple sentences about someone's routines or habits, given prompts or a model.	38	A2+ (36-42)
		Responding to "how" questions and suggestions from peers, with guidance from adults, to add details to text	Can answer simple questions in writing about people or things using basic words or phrases.	33	A2 (30-35)
			Can write a short text to explain something.	44	B1 (43-50)

* 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	Illustrating likes or dislikes from real-life objects or pictures	No GSE Learning Objective available.		
		Drawing or making collages about personal interests or content-related topics in small groups	No GSE Learning Objective available.		
	2 Emerging	Drawing and reproducing words about preferences (e.g. *from charts or posters*)	Can copy short sentences containing only familiar words, if presented in standard printed form.	13	Below A1 (10-21)
	3 Developing	Agreeing or disagreeing with choices (e.g. *producing "yes" or "no"*) from models.	No GSE Learning Objective available.		
		Completing text about personal opinions on different topics (e.g. *"I 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)
	4 Expanding	Producing statements about choices using different models as examples (e.g. *"I want to ..."*)	Can describe choices using and/or.	33	A2 (30-35)
		Building short sentences from personal preferences using pictures or photos with partners	Can write simple sentences about someone's likes or dislikes.	33	A2 (30-35)
	5 Bridging	Making requests to indicate preferences (e.g. *"Can I have ...?"*)	No GSE Learning Objective available.		
		Listing reasons for content-related choices with guidance and support (e.g. *"Why do you like number 5?"*)	Can write a few simple sentences about something that interests them.	34	A2 (30-35)
	6 Reaching	Composing opinion pieces using content-related language with prompting and support	Can write short, simple texts on familiar topics in linked sentences.	40	A2+ (36-42)
		Making claims using content-related language about topics or books (e.g. *dictated to adults*)	Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic.	37	A2+ (36-42)

Speaking

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Repeating words, simple phrases or expressions from familiar stories as a whole class	Can repeat single words if spoken slowly and clearly.	10	Below A1 (10–21)
			Can repeat basic words and phrases, if spoken slowly and clearly.	11*	Below A1 (10–21)
		Participating in group songs, chants, or poems using gestures or physical movement	Can recite a short, simple rhyme or chant.	16	Below A1 (10–21)
			Can use language related to basic actions (e.g. *clap, stamp, jump, walk*).	21	Below A1 (10–21)
			Can sing a simple song, if supported by pictures.	22	A1 (22–29)
			Can sing a basic song from memory.	22	A1 (22–29)
	2 Emerging	Restating some language associated with illustrated short stories or informational text (e.g. *"I see." "I hear."*)	Can reproduce words from taught vocabulary lists.	23	A1 (22–29)
		Re-enacting various roles when interacting in pairs or in small groups	Can act out parts of a picture story using simple actions and words.	31	A2 (30–35)
	3 Developing	Retelling main events in short narrative stories to peers using pictures	Can briefly say what they like or dislike about a simple story.	32	A2 (30–35)
		Describing attributes of familiar objects, people, and places	Can describe common everyday objects using simple language.	31	A2 (30–35)
			Can give a short description of a family member or friend.	33	A2 (30–35)
			Can describe the appearance of a person or animal using simple language.	33	A2 (30–35)
	4 Expanding	Retelling familiar stories through a series of pictures	Can pass on basic information from short, simple, illustrated texts.	34	A2 (30–35)
		Sharing personal stories or experiences with others (e.g. *in multiple languages*)	Can talk about their everyday life using basic words and phrases.	34	A2 (30–35)
			Can talk about their hobbies and interests, using simple language.	34	A2 (30–35)
			Can answer simple personal questions in an interview, if delivered slowly and clearly.	35	A2 (30–35)
	5 Bridging	Relating school-based content and personal experiences with peers and adults	Can talk about basic personal experiences, using simple linking words.	37	A2+ (36–42)
			Can answer simple questions about their life and experiences.	37	A2+ (36–42)
		Rephrasing events from stories or information with a partner (e.g. *class rules or routines*)	Can pass on a series of short, simple instructions if the original instructions are given clearly and slowly.	39	A2+ (36–42)
	6 Reaching	Retelling familiar stories, including key details with prompting and support	Can act out a short dialogue or role play, given prompts.	38	A2+ (36–42)
			Can re-tell a familiar story, given prompts or a model.	39	A2+ (36–42)
		Describing details about characters, settings, and major events in illustrated stories with prompting and support	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)
			Can say what their favourite part of a story is and explain why in a simple way.	40	A2+ (36–42)
			Can answer questions about a simple text or story, using evidence from the text to support their answer.	41	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
Explain	1 Entering	Identifying familiar objects used in everyday routines and activities with a partner (e.g. *in the home language and English*)	Can name everyday objects, animals or people around them or in pictures using single words.	18	Below A1 (10-21)
			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 ask about the identity of an object using a basic phrase (e.g. *'What is it?'*).	21	Below A1 (10-21)
		Rehearsing and acting out key steps in procedures or classroom routines following models (e.g. *"Put away toys. Get in line."*)	Can produce very short fixed expressions, using gestures and asking for help when necessary.	21	Below A1 (10-21)
	2 Emerging	Describing uses of everyday objects or roles of familiar people (e.g. *"Teacher reads."*)	Can say what someone's job is, using familiar common job names.	29	A1 (22-29)
		Stating attributes and classifying objects into illustrated categories to show how they go together (e.g. *shapes, colors, sizes*)	Can answer simple questions about objects (e.g. *colour, size*).	22	A1 (22-29)
			Can describe objects in a basic way (e.g. *colour, size*).	25	A1 (22-29)
	3 Developing	Comparing sizes of familiar phenomena (e.g. *bigger than/ smaller than, longer/ wider*)	Can describe the size of everyday objects using a basic phrase (e.g. *'It's big.'*).	23	A1 (22-29)
		Stating reasons for classroom routines or procedures with a partner (e.g. *expected behaviors*)	Can ask people to do things with them, using a fixed expression (e.g. *'Let's play.'*)	29	A1 (22-29)
	4 Expanding	Describing classroom routines (e.g. *putting away puzzles*)	Can describe their daily routines in a simple way.	30	A2 (30-35)
			Can talk about habits or daily routines in a simple way, given prompts or a model.	32	A2 (30-35)
		Comparing and contrasting placement of real-life objects and phenomena (e.g., *"on the table" v. "under the table"*)	Can describe the position of objects or people in a basic way, using pictures or gestures.	26	A1 (22-29)
	5 Bridging	Providing details related to classroom activities and tasks in small groups (e.g. *how we work together*)	Can give a classmate instructions to complete a task using simple language.	32	A2 (30-35)
		Describing steps in familiar cycles and processes (e.g. *getting in a circle to play a game*)	Can give the order of things using simple language (e.g. *first, second, third*).	37	A2+ (36-42)
	6 Reaching	Comparing two objects using measurable attributes (e.g. *"The table is higher than the chair."*)	Can make simple, direct comparisons between two people or things using common adjectives, given a model.	38	A2+ (36-42)
		Describing the causes or effects of different phenomena based on observations and experiences (e.g. *pull/push, sink/float*)	Can give simple reasons for a personal opinion about an event or character.	44	B1 (43-50)

Speaking

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Stating personal likes from oral prompts (e.g. *sports, food, animals*)	Can give a simple evaluation, using a fixed expression (e.g. *'Yes/No', 'Good/Bad'*).	17	Below A1 (10-21)
			Can say what food or drink they would like using single words and gestures.	19	Below A1 (10-21)
			Can answer short, simple questions related to basic personal information, using a single word or phrase.	19	Below A1 (10-21)
		Naming choices from models (e.g. *"Apple or banana?"*)	Can say single words related to familiar topics, if supported by pictures or gestures.	18	Below A1 (10-21)
			Can read aloud familiar single words.	20	Below A1 (10-21)
	2 Emerging	Stating personal preferences (e.g. *"I like this."*) Stating personal preferences (e.g. *"I like this."*)	Can express likes and dislikes in relation to familiar topics in a basic way.	29	A1 (22-29)
		Agreeing or disagreeing with familiar questions (e.g. *"Are you ready?" "Yes I am."*)	Can talk about things they can or can't do using a simple fixed expression.	28	A1 (22-29)
			Can agree to simple requests using a few informal fixed expressions.	30	A2 (30-35)
	3 Developing	Stating personal preferences or opinions (e.g. *"Recess is best."*)	Can express preference for familiar items (e.g. *foods, toys, stories*) using simple fixed expressions.	32	A2 (30-35)
		Predicting everyday situations or events from illustrations	Can draw simple conclusions about people in pictures (eg. 'he's happy'), using a limited range of fixed expressions.	28	A1 (22-29)
	4 Expanding	Expressing likes, dislikes, or preferences with reasons (e.g. *"I like ... because..."*)	Can give simple reasons to explain preferences, given a model.	35	A2 (30-35)
		Giving reasons for classifying familiar objects with classmates (e.g. *in open sorts*)	No GSE Learning Objective available.		
	5 Bridging	Offering personal opinions about content-related ideas in small groups	Can talk about something they like or dislike and give reasons, if guided by questions.	39	A2+ (36-42)
		Giving reasons for content-related information when modeled (e.g. *"These animals go together because they have spots."*)	Can give simple reasons to explain preferences, given a model.	35	A2 (30-35)
	6 Reaching	Agreeing or disagreeing with reasons for categorizing content-related information with a partner	Can express agreement using simple fixed expressions.	33	A2 (30-35)
			Can express disagreement using basic fixed expressions.	37	A2+ (36-42)
		Stating personal opinions with justification for content-related ideas or topics	Can express their opinions on familiar topics, using simple language.	41	A2+ (36-42)

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Matching icons and symbols to corresponding pictures	No GSE Learning Objective available.		
		Identifying labeled real-life classroom objects (e.g. *tables, books, door*)	Can recognise a range of basic everyday nouns and adjectives (e.g. *colours, numbers, classroom objects*).	17	Below A1 (10-21)
	2 Emerging	Reproducing content-related information in oral text through drawings	Can draw a picture of a new word they've heard to demonstrate understanding (before they can write it).	15*	Below A1 (10-21)
		Acting out familiar rhymes from text read aloud or chanted in small groups	Can recognise basic action words (e.g. *'clap', 'stamp', 'jump', 'walk'*).	21	Below A1 (10-21)
	3 Developing	Identifying familiar words in context (e.g. *in Big Books or wall charts*) in small groups	Can recognise single, familiar everyday words if supported by pictures.	21	Below A1 (10-21)
		Recognizing persons and settings in illustrated text read aloud	Can read some simple high frequency words from their spelling, if supported by pictures (eg. brother, mum).	22	A1 (22-29)
			Can recognise some familiar words related to themselves and their family (e.g. *'girl', 'brother'*).	22	A1 (22-29)
	4 Expanding	Identifying words in picture dictionaries (e.g. *in multiple languages*)	Can identify familiar words in short, simple texts.	23	A1 (22-29)
			Can use knowledge of alphabetical order to find words in a dictionary.	24	A1 (22-29)
		Recognizing common types of text (e.g. *storybooks, poems*) read aloud	No GSE Learning Objective available.		
	5 Bridging	Ordering words to form short sentences from oral models (e.g. *using pocket charts, cards*)	Can read words in the correct order in a sentence from left to right.	22*	Below A1 (10-21)
			Can read sentences correctly from left to right.	23	A1 (22-29)
			Can understand simple sentences, given prompts.	24	A1 (22-29)
		Identifying language related to spatial relations (e.g. *in front of, next to, in between*)	Can understand basic sentences about where things, animals or people are.	27	A1 (22-29)
	6 Reaching	Identifying major events in stories with prompting and support	Can identify specific information in a simple story, if guided by questions.	35	A2 (30-35)
			Can understand the main ideas in short, simple stories on familiar topics.	38	A2+ (36-42)
		Identifying main ideas and details in common types of illustrated text (e.g. *trade books, rhymes*)	Can understand the main idea in a short, simple picture story.	30	A2 (30-35)
			Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures.	30	A2 (30-35)
			Can understand some simple details in a short text.	34	A2 (30-35)
			Can understand the main ideas in simple informational texts, if supported by pictures.	35	A2 (30-35)

* 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 illustrations with modeled language with a partner	Can recognise simple words and phrases related to familiar topics if supported by pictures.	23	A1 (22-29)
			Can understand basic written instructions for classroom activities (e.g. *'Read and match'*).	23	A1 (22-29)
		Identifying steps in procedures from illustrations and icons (e.g. *"It goes up. It comes down."*)	Can understand some simple, everyday signs (e.g. *'car park', 'station', 'bathroom'*).	20	Below A1 (10-21)
			Can understand basic phrases in short, simple texts.	24	A1 (22-29)
	2 Emerging	Identifying illustrated words or icons to show why (e.g. *in play-based activities*)	Can understand a few simple phrases related to familiar, everyday activities.	25	A1 (22-29)
		Following illustrated directions with a peer (e.g. *to form shapes or patterns*)	Can recognise words for common shapes.	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)
	3 Developing	Pointing out causes or motives in illustrated stories read aloud	No GSE Learning Objective available.		
		Showing relationships depicted in informational text with real-life objects (e.g. *"5 is more than 3."*)	No GSE Learning Objective available.		
	4 Expanding	Demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures (e.g. *"the big tall giraffe and the teeny tiny mouse"*)	Can understand basic sentences describing familiar everyday items (e.g. *colour, size*), if supported by pictures.	27	A1 (22-29)
			Can understand short, simple descriptions of objects, people and animals if supported by pictures.	27	A1 (22-29)
			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)
		Classifying how to resolve situations faced by characters or in content-related text using graphic organizers	Can identify the context of a short, simple text related to familiar situations.	35	A2 (30-35)
	5 Bridging	Matching familiar descriptive phrases to objects or illustrations with a partner (e.g. *steps in morning routines*)	Can use key words or captions to find information in a simple text.	35	A2 (30-35)
		Comparing how to do something in different ways from illustrated stories (e.g. *making fruit salad*)	Can follow a simple series of written instructions to carry out a task.	36	A2+ (36-42)
	6 Reaching	Drawing sketches or models to show how to solve problems read from illustrated informational text	Can get the gist of short factual school texts.	41	A2+ (36-42)
		Locating descriptive language related to "how" or "why" in illustrated text in small groups	Can recognise the use of 'because' to signal the relationship between an opinion and a reason.	39	A2+ (36-42)

Reading

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Argue	1 Entering	Pointing to labeled pictures or objects of personal preferences	Can recognise a range of basic everyday nouns and adjectives (e.g. *colours, numbers, classroom objects*).	17	Below A1 (10-21)
		Matching illustrations to words of personal interest as modeled	Can understand the relationship between words from the same vocabulary set (e.g. *colours, foods, classroom objects*).	23	A1 (22-29)
	2 Emerging	Classifying labeled pictures of personal choices from stories according to different character traits	Can understand basic information about people's likes and dislikes, if supported by pictures.	26	A1 (22-29)
			Can infer basic information about a character's preferences from pictures	29	A1 (22-29)
		Making choices from illustrated descriptions read aloud and sharing with peers (e.g. *based on "or" phrases*)	Can recognise familiar words on product labels.	28	A1 (22-29)
	3 Developing	Predicting next steps, actions, or events in informational text and stories read aloud (e.g. *by pointing to pictures*)	Can guess what a story or text is about from the pictures.	27	A1 (22-29)
			Can get the gist of short, simple texts on familiar topics, if supported by pictures.	33	A2 (30-35)
		Indicating agreement or disagreement with authors' points of view of text read aloud with a partner	Can identify words and phrases from different places in a simple text to support their answers.	38	A2+ (36-42)
	4 Expanding	Interpreting pictures in informational text as true or false in small groups	Can make basic inferences from simple information in a short text.	40	A2+ (36-42)
		Comparing choices of different characters in illustrated text read aloud (e.g. *using T charts*)	Can understand basic opinions related to familiar topics, expressed in simple language.	41	A2+ (36-42)
	5 Bridging	Evaluating situations in picture books and matching them to related reasons for choices	Can scan a simple text to find specific information.	41	A2+ (36-42)
		Agreeing or disagreeing with actions of characters in illustrated text read aloud	No GSE Learning Objective available.		
	6 Reaching	Identifying different points of view from illustrated text with prompting and support	Can identify a point of view in a short, simple narrative text.	42	A2+ (36-42)
		Identifying similarities in and differences between two texts on the same topic (e.g. *pasting or matching words found in both sources*)	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)
			Can compare different facts or ideas in simple texts.	44	B1 (43-50)

Listening

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Recount	1 Entering	Pointing to pictures described orally in context (e.g. "*the big dog*")	Can recognise a few familiar everyday nouns and adjectives (e.g. *colours, numbers, classroom objects*), if spoken slowly and clearly.	10	Below A1 (10-21)
			Can recognise a few basic words in simple illustrated stories or songs, using the pictures for support.	14*	Below A1 (10-21)
		Finding familiar people, places, or objects named orally (e.g. *"Where's a chair?"*)	Can follow short basic classroom instructions addressed slowly and clearly, if supported by pictures or gestures (e.g. *Come in, Sit down*).	13	Below A1 (10-21)
			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	Responding with gestures to songs, chants, or stories modeled by teachers	Can recognise a few basic words and phrases in short, simple songs or chants, if supported by of pictures	15*	Below A1 (10-21)
			Can understand a few basic words and fixed expressions in a story that is read aloud to them, if supported by pictures.	16*	Below A1 (10-21)
		Matching familiar pictures, objects, or movements to oral statements (e.g. *"Clap your hands."*)	Can understand basic action words (e.g. *'clap', 'stamp', 'jump', 'walk'*).	15	Below A1 (10-21)
	3 Developing	Acting out songs, chants, stories and poems with gestures as a whole group	Can recognise familiar words and phrases in short, simple songs or chants.	18	Below A1 (10-21)
		Following sequential language for oral directions one step at a time (e.g. *"Walk to the door. Now, come to the circle."*)	Can understand short, simple instructions addressed slowly and clearly.	20	Below A1 (10-21)
	4 Expanding	Role playing in response to illustrated stories read aloud	Can understand a few basic words and phrases in a story that is read aloud to them.	18	Below A1 (10-21)
		Matching extended oral descriptions of content-related topics to illustrations or graphics (e.g. *"The bright yellow ball is shining in the sky."*)	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.	19	Below A1 (10-21)
	5 Bridging	Arranging content-related objects or illustrations according to oral discourse with a partner	Can understand straightforward instructions, if spoken slowly and clearly.	27	A1 (22-29)
			Can identify objects, places or people from short descriptions.	31	A2 (30-35)
			Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	35	A2 (30-35)
		Making patterns from real objects or pictures based on detailed oral descriptions from a model (e.g. "*Follow me. Put two blue crayons on your table. Then put two red crayons. Now put two more crayons of another color.*")	Can follow multi-step instructions if given slowly and clearly.	37	A2+ (36-42)
	6 Reaching	Identifying drawings or other visual displays from elaborate descriptions with details	Can identify key information in a short passage or description, if supported by prompts or questions.	38	A2+ (36-42)
		Identifying detailed information in oral discourse or through multimedia	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)
			Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts.	42	A2+ (36-42)

* 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	Identifying illustrated activities described orally	Can follow short, basic classroom instructions, if supported by pictures or gestures.	13	Below A1 (10-21)
		Following modeled actions to show likes or dislikes (e.g. *using "or" words and phrases, "read" or "write"*)	Can understand a simple evaluation (e.g. *'yes/no', 'good/bad'*).	12	Below A1 (10-21)
			Can recognise a few basic phrases about likes and dislikes.	15*	Below A1 (10-21)
	2 Emerging	Matching real-life objects to illustrations about their use based on oral statements	Can recognise a few basic words and phrases about a familiar topic	16*	Below A1 (10-21)
		Identifying people and places associated with everyday events described orally (e.g. *"It is Monday. You are at school."*)	Can recognise familiar expressions used to signal the beginning and end of activities in the classroom.	17	Below A1 (10-21)
	3 Developing	Following peer-modeled oral commands with a partner	Can understand simple negative instructions related to everyday situations (e.g. *'Don't run'*), if supported by gestures.	16	Below A1 (10-21)
			Can understand simple spoken commands as part of a game.	18	Below A1 (10-21)
	4 Expanding	Drawing individual phases or steps to "how" questions (e.g. *"How does a caterpillar change into a butterfly?"*)	Can follow basic instructions to colour, draw or make something, if spoken slowly and clearly.	15*	Below A1 (10-21)
		Pointing out illustrated details that match oral descriptions of cycles or procedures	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)
	5 Bridging	Identifying illustrations related to cause and effect from oral information	No GSE Learning Objective available.		
		Reenacting procedural information obtained from videos or other media (e.g. *"Show me how to make day and night."*)	Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.	31	A2 (30-35)
	6 Reaching	Recognizing language related to scientific or mathematical processes	Can identify numbers relating to height, weight, length etc. in simple descriptions of objects, animals or buildings, if guided by questions.	35	A2 (30-35)
		Identifying patterns in procedures or natural phenomena in illustrated stories read aloud	Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.	36	A2+ (36-42)

* 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	Identifying personal choices (e.g. *"Show me your favorite..."*) from different examples	Can understand short, simple questions about things that are in their immediate surroundings, if addressed slowly and clearly (e.g. *What's this/that?*).	20	Below A1 (10-21)
			Can understand simple phrases about likes and dislikes.	23	A1 (22-29)
		Classifying everyday objects by descriptive features (e.g. *red ones, blue ones*)	Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g. *colour, size*), if addressed slowly and clearly.	21	Below A1 (10-21)
			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)
	2 Emerging	Discriminating between words and phrases related to personal choices (e.g. *"The park or the zoo?"*)	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.	25	A1 (22-29)
			Can understand basic expressions or questions related to immediate personal needs, if delivered slowly and clearly.	25	A1 (22-29)
		Identifying oral preferences stated by others (e.g. *choosing pictures or objects*)	Can understand simple phrases about likes and dislikes.	27	A1 (22-29)
	3 Developing	Acting out opposites using gestures (e.g. *through songs or chants*)	Can get the gist of a simple song, if supported by pictures or gestures.	28	A1 (22-29)
		Responding non-verbally to show agreement or disagreement with opinions of others (e.g. *thumbs up, thumbs down*)	Can respond to a request for a simple evaluation with a gesture (e.g. *thumbs up*).	10	Below A1 (10-21)
	4 Expanding	Drawing to make predictions from illustrated stories read aloud (e.g.*"What happens next?"*)	Can follow a short, familiar traditional story, if supported by gestures and repetition.	28	A1 (22-29)
		Classifying fact from fiction in oral discourse (e.g. *through physical responses or sorting pictures*)	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly.	33	A2 (30-35)
	5 Bridging	Agreeing or disagreeing with oral claims using gestures (e.g. *"Tomorrow will be hotter than today."*)	Can recognise simple expressions of agreement and disagreement in short, informal discussions, if the speakers talk slowly and clearly.	37	A2+ (36-42)
		Identifying reasons for choices in real life scenarios read aloud (e.g. *by circling pictures*)	Can understand the reasons for someone's actions or choices.	44	B1 (43-50)
	6 Reaching	Interpreting which side to take and why from dialogs or short conversations	Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly.	38	A2+ (36-42)
			Can make basic inferences about simple information in a short conversation or passage.	39	A2+ (36-42)
		Identifying details of stories or scenarios read aloud that represent different points of view	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)
			Can understand some details in extended dialogues on familiar everyday topics.	46	B1 (43-50)

Oral language

WIDA Key language use	WIDA Proficiency level	WIDA objectives	GSE Learning Objective	GSE level	CEFR level
Discuss	1 Entering	Attending to the speaker to demonstrate understanding	Can understand some basic words and phrases to show politeness (e.g. *'Please', 'Thank you', 'Excuse me', 'Sorry'*).	11	Below A1 (10-21)
			Can use simple expressions to react to situations (eg. Look! Wow! Great!).	24	A1 (22-29)
		Following routines, chants, and songs	Can get the gist of a simple song, if supported by gestures.	21	Below A1 (10-21)
			Can sing a simple song, if supported by pictures.	22	A1 (22-29)
	2 Emerging	Addressing others according to relationship (e.g. *student-student, student-teacher*)	Can use formal titles (e.g. *'Mr', 'Mrs'*) to show politeness when speaking to adults they don't know.	20	Below A1 (10-21)
			Can introduce themselves, their hobbies and interests in a basic way	26 *	A1 (22-29)
		Participating in exchanges between peers (e.g. *thumb buddies, turn and talk*)	Can show interest in an idea using simple language and gestures.	26	A1 (22-29)
			Can start and end a simple conversation using basic fixed expressions.	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)
	3 Developing	Working together collaboratively (e.g. *taking turns, listening to others*)	Can respond to suggestions to do something using a fixed expression.	35	A2 (30-35)
			Can show consideration using basic fixed expressions.	35	A2 (30-35)
			Can give simple feedback to a classmate.	36	A2+ (36-42)
		Using language and body movement to include others in conversations	Can ask someone simple questions about their life and experiences.	36	A2+ (36-42)
	4 Expanding	Proposing ideas to contribute to conversations	Can contribute to simple discussions when asked a question by the teacher.	39	A2+ (36-42)
		Asking questions to request clarification	Can ask for repetition and clarification when they don't understand, using simple fixed expressions.	29	A1 (22-29)

* 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.)*	5 Bridging	Asking questions to extend conversations	Can ask basic questions about things that happened in the past.	40	A2+ (36-42)
		Demonstrating active listening to show respect to the speaker	Can check that a classmate has understood information, using simple language.	37	A2+ (36-42)
			Can express sympathy using basic fixed expressions (e.g. *'I understand', Are you okay?*).	40	A2+ (36-42)
	6 Reaching	Sustaining conversations on a topic	Can ask someone for their news, using a range of fixed expressions.	41	A2+ (36-42)
		Building on comments/ responses of others	Can introduce new information in a simple conversation.	42	A2+ (36-42)
			Can introduce a new topic into a simple conversation or discussion.	44	B1 (43-50)
			Can invite others to give their opinions in a classroom discussion.	46	B1 (43-50)

References

Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment.* Cambridge: Cambridge University Press

De Jong, J.H.A.L., Mayor, M. and Hayes, C. (2016) *Developing Global Scale of English Learning Objectives aligned to the Common European Framework.* Available at https://online.flippingbook.com/view/894261/

Pearson (2014) *Global Scale of English*. Available at www.pearson.com/languages/why-pearson/the-global-scale-of-english.html

WIDA (2016) *Can Do Descriptors, Key Uses Edition, Kindergarten Grade* retrieved from www.wida.us

WIDA (2020) *WIDA English Language development standards framework, 2020 edition: Kindergarten-grade 12.* Board of Regents of the University of Wisconsin System.

Be yourself
in English.

