

# WIDA Expressive Language Chart for Grades 6–8

As multilingual learners work toward the end of a proficiency level, they *can consistently* . . .

Proficiency Level Grades 6–8 Expressive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
<b>Level 6</b>	Express <b>coherent</b> , cohesive ideas by adapting organizational patterns to enhance <b>clarity, logical flow</b> , and <b>audience engagement</b>	Convey meaning using a <b>variety of sentence types</b> , showing increasing control over logical relationships	Communicate using <b>precise</b> choices, adding <b>shades of meaning</b> and <b>figurative language</b> to shape meaning and effect
<b>End of Level 5</b>	Express ideas, strengthening cohesion in organizational patterns using <b>given/new information, whole/part relationships</b> , and <b>paragraph openers</b>	Convey meaning using compound and complex sentences, <b>with deliberate clause variation</b>	Communicate using <b>modal verbs, hedging</b> , and <b>evaluative expressions</b> to express opinions, possibility, and necessity
<b>End of Level 4</b>	Express ideas, improving <b>cohesion</b> of organizational patterns <b>across</b> and <b>within texts</b> by applying <b>substitution, ellipsis</b> , and <b>parallelism</b>	Convey meaning using <b>compound and complex sentences</b> , refining control over different sentence structures	Communicate using <b>abstract nouns and adverbials</b> to add clarity about when, how, and where
<b>End of Level 3</b>	Express ideas, building <b>logical connections</b> within organizational patterns using <b>synonyms</b> and <b>parallel expressions</b>	Convey meaning using <b>simple and compound sentences</b> , showing initial attempts at sentence variation	Communicate using <b>collocations and idiomatic expressions</b> to make language sound natural and contextually appropriate
<b>End of Level 2</b>	Express ideas using <b>basic organizational patterns</b> , connecting ideas with <b>demonstratives, pronouns</b> , and <b>conjunctions</b>	Convey meaning using simple sentences, <b>occasionally adding dependent clauses</b>	Communicate using <b>technical language</b> to convey complex concepts in specialized contexts
<b>End of Level 1</b>	Express ideas using <b>sequencing, repetition</b> , and <b>transitions</b> for logical flow	Convey meaning primarily through <b>simple sentences</b> with emerging variation in sentence structure	Communicate using <b>multiple-meaning words</b> to demonstrate flexible word use across contexts

## Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student’s social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student’s engagement?

# WIDA Interpretive Language Chart for Grades 6–8

As multilingual learners work toward the end of a proficiency level, they *can consistently* . . .

Proficiency Level Grades 6–8 Interpretive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
<b>Level 6</b>	Analyze cohesion of ideas, evaluating how organizational patterns <b>link ideas related to events, descriptions, and relationships</b> through <b>noun groups</b>	Comprehend meaning in a <b>variety of sentence types</b> , recognizing logical relationships	Understand <b>precise</b> choices using <b>shades of meaning</b> and <b>figurative language</b> to shape meaning and effect
<b>End of Level 5</b>	Analyze <b>organizational patterns</b> in ideas, determining how meaning is condensed through <b>compact noun groups (nominalization)</b>	Comprehend meaning in compound and complex sentences, recognizing a <b>variety of ways to combine clauses</b>	Understand choices using <b>modal verbs, hedging, and evaluative expressions</b> to express opinions, possibility, and necessity
<b>End of Level 4</b>	Analyze <b>cohesion</b> of ideas <b>across and within texts</b> , examining how <b>noun groups with contextual details</b> add meaning	Comprehend meaning in <b>compound and complex sentences</b> recognizing different sentence structures	Understand choices around use of <b>abstract nouns and adverbials</b> to add clarity about when, how, and where
<b>End of Level 3</b>	Analyze <b>connections</b> between ideas, examining how <b>noun groups with clauses</b> expand meaning	Comprehend meaning in <b>simple and compound sentences</b> , recognizing sentence variation	Understand <b>collocations</b> and <b>idiomatic expressions</b> to make language sound natural and contextually appropriate
<b>End of Level 2</b>	Identify <b>basic organizational patterns</b> in ideas, examining how <b>noun groups with prepositional phrases and extended modifiers</b> enhance meaning	Comprehend meaning in simple sentences, recognizing how <b>dependent clauses</b> enhance logical relationships	Understand <b>technical language</b> to support comprehension of complex concepts in specialized contexts
<b>End of Level 1</b>	Identify <b>sequences</b> of ideas, examining how <b>noun groups with adjectives</b> refine meaning	Comprehend meaning in <b>simple sentences</b> , recognizing basic syntactic variations	Understand <b>multiple meanings</b> , demonstrating flexible word use across contexts

## Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student’s social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student’s engagement?