WIDA Expressive Language Chart for Grades 4–5

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

Proficiency Level Grades 4–5 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
Level 6	Express ideas, strengthening cohesion in organizational patterns using **given/new information, whole/part relationships,** and **paragraph openers**	Convey meaning using compound and complex sentences, **with deliberate clause variation**	Communicate using **modal verbs, hedging,** and **evaluative expressions** to express opinions, possibility, and necessity
End of Level 5	Express ideas, improving **cohesion** of organizational patterns **across** and **within texts** by applying **substitution, ellipsis,** and **parallelism**	Convey meaning using **compound and complex sentences,** refining control over different sentence structures	Communicate using **abstract nouns and adverbials** to add clarity about when, how, and where
End of Level 4	Express ideas, building **logical connections** within organizational patterns using **synonyms** and **parallel expressions**	Convey meaning using **simple and compound sentences,** showing initial attempts at sentence variation	Communicate using **collocations and idiomatic expressions** to make language sound natural and contextually appropriate
End of Level 3	Express ideas using **basic organizational patterns,** connecting ideas with **demonstratives, pronouns,** and **conjunctions**	Convey meaning using simple sentences, **occasionally adding dependent clauses**	Communicate using **technical language** to convey complex concepts in specialized contexts
End of Level 2	Express ideas using **sequencing, repetition,** and **transitions** for logical flow	Convey meaning primarily through **simple sentences** with emerging variation in sentence structure	Communicate using **multiple-meaning words** to demonstrate flexible word use across contexts
End of Level 1	Express ideas with **simple transitions** and **developing connections**	Convey meaning using sentence fragments and **occasional simple sentences** with emerging subject-verb agreement	Communicate using **word formation strategies** to create new meanings

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 4–5

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

Proficiency Level Grades 4–5 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
Level 6	Analyze **organizational patterns** in ideas, determining how meaning is condensed through **compact noun groups (nominalization)**	Comprehend meaning in compound and complex sentences, recognizing a **variety of ways to combine clauses**	Understand choices using **modal verbs, hedging,** and **evaluative expressions** to express opinions, possibility, and necessity
End of Level 5	Analyze **cohesion** of ideas **across and within texts,** examining how **noun groups with contextual details** add meaning	Comprehend meaning in **compound and complex sentences** recognizing different sentence structures	Understand choices around use of **abstract nouns and adverbials** to add clarity about when, how, and where
End of Level 4	Analyze **connections** between ideas, examining how **noun groups with clauses** expand meaning	Comprehend meaning in **simple and compound sentences,** recognizing sentence variation	Understand **collocations and idiomatic expressions** to make language sound natural and contextually appropriate
End of Level 3	Identify **basic organizational patterns** in ideas, examining how **noun groups with prepositional phrases and extended modifiers** enhance meaning	Comprehend meaning in simple sentences, recognizing how **dependent clauses** enhance logical relationships	Understand **technical language** to support comprehension of complex concepts in specialized contexts
End of Level 2	Identify **sequences** of ideas, examining how **noun groups with adjectives** refine meaning	Comprehend meaning in **simple sentences,** recognizing basic syntactic variations	Understand **multiple meanings,** demonstrating flexible word use across contexts
End of Level 1	Identify **early attempts at arranging** ideas, examining how **noun groups with conjunctions** help connect meaning	Comprehend meaning in sentence fragments and **occasional simple sentences,** beginning to recognize transitional phrases	Understand **word formation strategies** to create new meanings

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?