

## WIDA Expressive Language Chart for Grades 2–3

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

Proficiency Level Grades 2–3 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 ideas, improving <b>cohesion</b> of organizational patterns <b>across</b> and <b>within texts</b> by applying <b>substitution, ellipsis, and 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 5</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 4</b>	Express ideas using <b>basic organizational patterns</b> , connecting ideas with <b>demonstratives, pronouns, and 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 3</b>	Express ideas using <b>sequencing, repetition, and 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
<b>End of Level 2</b>	Express ideas with <b>simple transitions</b> and <b>developing connections</b>	Convey meaning using sentence fragments and <b>occasional simple sentences</b> with emerging subject-verb agreement	Communicate using <b>word formation strategies</b> to create new meanings
<b>End of Level 1</b>	Express ideas, often relying on <b>repeated phrases</b>	Convey meaning primarily through <b>sentence fragments</b> , occasionally with full sentences	Communicate using <b>words and phrases</b> to relate personal experiences and classroom routines

### 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 2–3

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

<b>Proficiency Level</b> Grades 2–3 Interpretive	<b>Discourse</b> Organization, Cohesion, and Density of Language by Key Language Uses	<b>Sentence</b> Grammatical Complexity of Language by Key Language Uses	<b>Word/Phrase</b> Precision of Language by Key Language Uses
<b>Level 6</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 5</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 4</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 3</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
<b>End of Level 2</b>	Identify <b>early attempts at arranging</b> ideas, examining how <b>noun groups with conjunctions</b> help connect meaning	Comprehend meaning in sentence fragments and <b>occasional simple sentences</b> , beginning to recognize transitional phrases	Understand <b>word formation strategies</b> to create new meanings
<b>End of Level 1</b>	Identify <b>emerging links</b> among ideas, recognizing how <b>noun groups</b> contribute to meaning	Comprehend meaning in <b>sentence fragments</b> , with emerging recognition of sentence patterns	Understand <b>words and phrases</b> when processing personal experiences and classroom routines

### 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?