

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Listening	<ul style="list-style-type: none"> • Point to stated pictures, words or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., “Which one is a rock?”) • Match classroom oral language to daily routines 	<ul style="list-style-type: none"> • Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> • Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes or procedures 	<ul style="list-style-type: none"> • Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos or multi-media 	<ul style="list-style-type: none"> • Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places or ideas from oral scenarios 	Level 6- Reaching

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.

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Speaking	<ul style="list-style-type: none"> • Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions 	<ul style="list-style-type: none"> • Ask simple, everyday questions (e.g., “Who is absent?”) • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers 	<ul style="list-style-type: none"> • Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving 	<ul style="list-style-type: none"> • Answer opinion questions with supporting details • Discuss stories, issues and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> • Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments) 	Level 6- Reaching

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Reading	<ul style="list-style-type: none"> • Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> • Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., “Draw a star in the sky.”) 	<ul style="list-style-type: none"> • Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> • Classify features of various genres of text (e.g., “and they lived happily ever after” - fairytales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> • Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level 	Level 6- Reaching

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CAN DO Descriptors

Grade Level Cluster 3-5 Writing

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Writing	<ul style="list-style-type: none"> Label objects, pictures or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase bank/wall Fill in graphic organizers, charts and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports 	Level 6- Reaching

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