

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"> • Match oral language to classroom and everyday objects • Point to stated pictures in context • Respond non-verbally to oral commands or statements (e.g., through physical movement) • Find familiar people and places named orally 	<ul style="list-style-type: none"> • Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., “stand up”; “sit down”) • Identify simple patterns described orally • Respond with gestures to songs, chants or stories modeled by teachers 	<ul style="list-style-type: none"> • Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures 	<ul style="list-style-type: none"> • Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”) • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud 	<ul style="list-style-type: none"> • Order pictures of events according to sequential language • Arrange objects or pictures according to descriptive oral discourse • Identify pictures/realia associated with grade level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions 	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"> Identify people or objects in illustrated short stories Repeat words, simple phrases Answer yes/no questions about personal information Name classroom and everyday objects 	<ul style="list-style-type: none"> Restate some facts from illustrated short stories Describe pictures, classroom objects or familiar people using simple phrases Answer questions with one or two words (e.g., "Where is Sonia?") Complete phrases in rhymes, songs and chants 	<ul style="list-style-type: none"> Retell short narrative stories through pictures Repeat sentences from rhymes and patterned stories Make predictions (e.g. "What will happen next?") Answer explicit questions from stories read aloud (e.g., who, what or where) 	<ul style="list-style-type: none"> Retell narrative stories through pictures with emerging detail Sing repetitive songs and chants independently Compare attributes of real objects (e.g., size, shape, color) Indicate spatial relations of real-life objects using phrases or short sentences 	<ul style="list-style-type: none"> Tell original stories with emerging detail Explain situations (e.g., involving feelings) Offer personal opinions Express likes, dislikes or preferences with reasons 	Level 6- Reaching

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Reading	<ul style="list-style-type: none"> • Match icons and symbols to corresponding pictures • Identify name in print • Find matching words or pictures • Find labeled real-life classroom objects 	<ul style="list-style-type: none"> • Match examples of the same form of print • Distinguish between same and different forms of print (e.g., single letters and symbols) • Demonstrate concepts of print (e.g., left to right movement, beginning/end or top/bottom of page) • Match labeled pictures to those in illustrated scenes 	<ul style="list-style-type: none"> • Use pictures to identify words • Classify visuals according to labels or icons (e.g., animals v. plants) • Demonstrate concepts of print (e.g., title, author, illustrator) • Sort labeled pictures by attribute (e.g., number, initial sound) 	<ul style="list-style-type: none"> • Identify some high-frequency words in context • Order a series of labeled pictures described orally to tell stories • Match pictures to phrases/short sentences • Classify labeled pictures by two attributes (e.g., size and color) 	<ul style="list-style-type: none"> • Find school-related vocabulary items • Differentiate between letters, words and sentences • String words together to make short sentences • Indicate features of words, phrases or sentences that are the same and different 	Level 6 - Reaching

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Writing	<ul style="list-style-type: none"> • Draw pictures and scribble • Circle or underline pictures, symbols and numbers • Trace figures and letters • Make symbols, figures or letters from models and realia (e.g., straws, clay) 	<ul style="list-style-type: none"> • Connect oral language to print (e.g., language experience) • Reproduce letters, symbols, and numbers from models in context • Copy icons of familiar environmental print • Draw objects from models and label with letters 	<ul style="list-style-type: none"> • Communicate using letters, symbols and numbers in context • Make illustrated "notes" and cards with distinct letter combinations • Make connections between speech and writing • Reproduce familiar words from labeled models or illustrations 	<ul style="list-style-type: none"> • Produce symbols and strings of letters associated with pictures • Draw pictures and use words to tell a story • Label familiar people and objects from models • Produce familiar words/phrases from environmental print and illustrated text 	<ul style="list-style-type: none"> • Create content-based representations through pictures and words • Make "story books" with drawings and words • Produce words/phrases independently • Relate everyday experiences using phrases/short sentences 	Level 6- Reaching

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