**CAN DO’s ELL Student Chart – Grade Level Cluster 1-2**

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| **Domain** | **Level 1 - Entering** | | **Level 2 - Beginning** | | **Level 3 - Developing** | | **Level 4 - Expanding** | | **Level 5 - Bridging** | | **Level 6** |
| **Can Do** | **Names** | **Can Do** | **Names** | **Can Do** | **Names** | **Can Do** | **Names** | **Can Do** | **Names** | **Names** |
| **Listening** | • Follow modeled, one-step  oral directions  • Identify pictures of  everyday objects as stated  orally (e.g., in books)  • Point to real-life objects  reflective of content related vocabulary or oral statements  • Mimic gestures or  movement associated with statements |  | • Match oral reading of  stories to illustrations  • Carry out two- to three step oral commands (e.g., “Take out your science book. Now turn to page 25.”)  • Sequence a series of oral  statements using real  objects or pictures  • Locate objects described  orally |  | • Follow modeled multi- step oral directions  • Sequence pictures of stories read aloud (e.g., beginning, middle, and end)  • Match people with jobs  or objects with functions  based on oral descriptions  • Classify objects according to descriptive oral statements |  | •Compare/contrast objects according to physical attributes based on oral information  • Find details in illustrated, narrative, or expository text read aloud  • Identify illustrated activities from oral descriptions  • Locate objects, figures,  places based on visuals and detailed descriptions |  | • Use context clues to gain  meaning from grade-level  text read orally  • Apply ideas from oral  discussions to new  situations  • Interpret information from  oral reading of narrative or  expository text  • Identify ideas/concepts  expressed with grade-level  content-specific language |  |  |
| **Speaking** | * Repeat simple words,   phrases, and memorized  chunks of language  • Respond to visually supported questions of academic content with one word or phrase  • Identify and name everyday objects  • Participate in whole group  chants and songs |  | • Use first language to fill in gaps in oral English (code switch)  • Repeat facts or statements  • Describe what people  do from action pictures  (e.g., jobs of community  workers)  • Compare real-life objects (e.g., “smaller,” “biggest”) |  | • Ask questions of a social  nature  • Express feelings (e.g., “I’m happy because…”)  • Retell simple stories from picture cues  • Sort and explain grouping of objects  • Make predictions or  hypotheses  • Distinguish features of  content-based phenomena |  | • Ask questions for social and academic purposes  • Participate in class  discussions on familiar  social and academic topics  • Retell stories with details  • Sequence stories with  transitions |  | • Use academic vocabulary in  class discussions  • Express and support ideas  with examples  • Give oral presentations  on content-based topics  approaching grade level  • Initiate conversation with  peers and teachers |  |  |
| **Reading** | • Identify symbols, icons,  and environmental print  • Connect print to visuals  • Match real-life familiar  objects to labels  • Follow directions using  diagrams or pictures |  | • Search for pictures  associated with word  patterns  • Identify and interpret pretaught labeled diagrams  • Match voice to print by  pointing to icons, letters, or illustrated words  • Sort words into word  families |  | • Make text-to-self  connections with  prompting  • Select titles to match a  series of pictures  • Sort illustrated content  words into categories  • Match phrases and  sentences to pictures |  | • Put words in order to form sentences  • Identify basic elements of fictional stories (e.g., title, setting, characters)  • Follow sentence-level  directions  • Distinguish between  general and specific  language (e.g., flower v.  rose) in context |  | • Begin using features of  non-fiction text to aid  comprehension  • Use learning strategies (e.g., context clues)  • Identify main ideas  • Match figurative language  to illustrations (e.g., “as big  as a house”) |  |  |
| **Writing** | • Copy written language  • Use first language (L1,  when L1 is a medium of  instruction) to help form  words in English  • Communicate through  drawings  • Label familiar objects or  pictures |  | • Provide information using graphic organizers  • Generate lists of words/  phrases from banks or walls  • Complete modeled  sentence starters  • Describe people, places,  or objects from illustrated examples and models |  | • Engage in prewriting  strategies (e.g., use of  graphic organizers)  • Form simple sentences  using word/phrase banks  • Participate in interactive  journal writing  • Give content-based  information using visuals  or graphics |  | • Produce original sentences  • Create messages for social purposes (e.g., get well cards)  • Compose journal entries about personal experiences  • Use classroom resources to compose sentences |  | • Create a related series of  sentences in response to  prompts  • Produce content-related  sentences  • Compose stories  • Explain processes or  procedures using connected sentences |  |  |

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