**CAN DO’s ELL Student Chart – Grade Level Cluster 3-5**

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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** | * Point to stated pictures, words, phrased * Follow 1-step oral directions * Identify objects, figures, people from oral statements. * Match classroom language to routines |  | * Categorize content-based pictures * Arrange pictures and objects per oral information * Follow 2-step oral directions * Draw in response to oral descriptions * Evaluate oral information (e.g., about lunch options) |  | * 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 |  | * 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  from oral readings, videos, or multi-media |  | * 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 |  |  |
| **Speaking** | * Express basic needs or conditions * Name pre-taught objects, people, diagrams & pictures. * Recite words/phrases from pictures of everyday objects from oral modeling * Answer yes-no questions |  | * Ask simple, everyday questions * Restate content based facts * Describe pictures, events, objects or people using phrases, short sentences * Share basic social information with peers |  | * Answer simple content based questions   • Re/tell short stories or  events  • Make predictions or  hypotheses from  • Offer solutions to social  conflict  • Present content-based  Information   * Engage in problem-solving |  | * 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 |  | * 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) |  |  |
| **Reading** | * 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) |  | • 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.”) |  | • 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 |  | * Classify features of various genres of text (e.g., “and they lived happily ever after”—   fairy tales)  • Match graphic organizers to different texts  • Find details that support main ideas  • Differentiate between fact and opinion in |  | • 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 |  |  |
| **Writing** | • Label objects, pictures, or  diagrams from word or phrase banks  • Communicate ideas by  drawing  • Copy words, phrases, and  short sentences  • Answer oral questions with single words |  | • Make lists from labels or  with peers  • Complete/produce  sentences from word/  phrase banks or walls  • Fill in graphic organizers,  charts, and tables  • Make comparisons using  real-life or visually supported materials |  | • Produce simple expository or narrative text  • String related sentences together  • Compare/contrast content based  information  • Describe events, people, processes, procedures |  | • Take notes using graphic organizers  • Summarize content-based information  • Author multiple forms of writing from models  • Explain strategies or use of information in solving problems |  | • 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 |  |  |

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