**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 explicitmessages 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 usingreal-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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