**CAN DO’s ELL Student Chart – Grade Level cluster PreK-K**

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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** | • 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 |  | • Sort pictures or objects  according to oral  instructions  • Match pictures, objects  or movements to oral  descriptions  • Follow one-step oral  directions  • Identify simple patterns  described orally  • Respond with gestures to songs, chants, or stories |  | • 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 |  | • Find pictures that match oral descriptions  • Follow oral directions and compare with visual or nonverbal models  • Distinguish between what happens first and next in oral activities or readings  • Role play in response to  stories read aloud |  | • Order pictures of events  according to sequence 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 |  |  |
| **Speaking** | • Identify people or objects  in illustrated short stories  • Repeat words, simple  phases  • Answer yes/no questions  about personal information  • Name classroom and  everyday objects |  | • Restate some facts from  illustrated short stories  • Describe pictures,  classroom objects or  familiar people using  simple phrases  • Answer questions with one or two words  • Complete phrases in  rhymes, songs, and chants |  | • 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) |  | • Retell narrative stories  through pictures with  emerging detail  • Sing repetitive songs and chants independently  • Compare attributes of real objects  • Indicate spatial relations of real-life objects using phrases or short sentences |  | • Tell original stories with  emerging detail  • Explain situations (e.g.,  involving feelings)  • Offer personal opinions  • Express likes, dislikes, or  preferences with reasons |  |  |
| **Reading** | • Match icons and symbols  to corresponding pictures  • Identify name in print  • Find matching words or  pictures  • Find labeled real-life  classroom objects |  | • 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  • Match labeled pictures to  those in illustrated scenes |  | • 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) |  | • 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) |  | • 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 |  |  |
| **Writing** | • 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) |  | • 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 |  | • 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 |  | • 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 |  | • 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 |  |  |

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