Can Do Descriptors: Grade Level Cluster 1-2

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	• Follow modeled, one-step oral directions (e.g., "Find a pencil.") • 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 (e.g., "This is my left hand.")	• 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 (e.g., size, shape, color) 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 oral 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	**Level 6 - Reaching**
SPEAKING	• Repeat simple words, phrases, and memorized chunks of language • Respond to visually-supported (e.g., calendar) 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 (e.g., sink v. float) • Make predictions or hypotheses • Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	• 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	

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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WIDA® CONSORTIUM

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	
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 pre-taught 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")	Level 6 - Reaching
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 (e.g., "I like ____.") • 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 (e.g., picture dictionaries) 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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