Newly enrolling Student

Home language survey typically given at time of enrollment

Home language is either non-English or influenced by a language other than English

Student is screened using an ELP screening assessment to determine if he/she is an Active EL

Student tests as EL

Student enters EL services

Parent notification of student placed in EL services sent out with option to refuse services

Student does not test as EL

Student enters mainstream services and language arts are closely monitored

If the student struggles in language arts, and it is suspected that it is because of a language learning issue, a (BIT) team review must be held to determine if the student needs EL services.

Home language is English

Student enters mainstream services and language arts are closely monitored

If the student struggles in language arts, then the student and his/her parents are interviewed to determine if there is a heritage language used by relatives within the previous two to three generations.

Heritage language reported

No heritage language reported

Student remains in mainstream services
Can Do Descriptors: Grade Level Cluster 3-5

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:

<table>
<thead>
<tr>
<th>Level 1</th>
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<td>Expanding</td>
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**LISTENING**
- Point to stated pictures, words, or phrases
- Follow one-step oral directions (e.g., physically or through drawings)
- Identify objects, figures, people from oral statements or questions (e.g., “Which one is a rock?”)
- Match classroom oral language to daily routines
- Categorize content-based pictures or objects from oral descriptions
- Arrange pictures or objects per oral information
- Follow two-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 of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media
- Carry out oral instructions containing grade-level, content-based language
- Construct models or use manipulatives to problemsolve based on oral discourse
- Distinguish between literal and figurative language in oral discourse
- Form opinions of people, places, or ideas from oral scenarios

**SPEAKING**
- Express basic needs or conditions
- Name pre-taught objects, people, diagrams, or pictures
- Recite words or phrases from pictures of everyday objects and oral modeling
- Answer yes/no and choice questions
- Ask simple, everyday questions (e.g., “Who is absent?”)
- Restate content-based facts
- Describe pictures, events, objects, or people using phrases or short sentences
- Share basic social information with peers
- Answer simple content-based questions
- Retell short stories or events
- Make predictions or hypotheses from discourse
- 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)

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.

From: WIDA Can Do Descriptors: Grade level 3-5: https://www.wida.us/downloadLibrary.aspx
### Can Do Descriptors: Grade Level Cluster 3-5

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:

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<tr>
<td>Reading</td>
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<tr>
<td>Match icons or diagrams with words/concepts</td>
<td>Identify facts and explicit messages from illustrated text</td>
<td>Interpret information or data from charts and graphs</td>
<td>Classify features of various genres of text (e.g., “and they lived happily ever after”—fairy tales)</td>
<td>Summarize information from multiple related sources</td>
</tr>
<tr>
<td>Identify cognates from first language, as applicable</td>
<td>Find changes to root words in context</td>
<td>Identify main ideas and some details</td>
<td>Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)</td>
<td>Answer analytical questions about grade-level text</td>
</tr>
<tr>
<td>Make sound/symbol/word relations</td>
<td>Identify elements of story grammar (e.g., characters, setting)</td>
<td>Sequence events in stories or content-based processes</td>
<td>Find details that support main ideas</td>
<td>Identify, explain, and give examples of figures of speech</td>
</tr>
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<td>Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)</td>
<td>Follow visually supported written directions (e.g., “Draw a star in the sky.”)</td>
<td>Use context clues and illustrations to determine meaning of words/phrases</td>
<td>Differentiate between fact and opinion in narrative and expository text</td>
<td>Draw conclusions from explicit and implicit text at or near grade level</td>
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<td>Label objects, pictures, or diagrams from word/phrase banks</td>
<td>Make lists from labels or with peers</td>
<td>Produce simple expository or narrative text</td>
<td>Take notes using graphic organizers</td>
<td>Produce extended responses of original text approaching grade level</td>
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<tr>
<td>Communicate ideas by drawing</td>
<td>Complete/produce sentences from word/phrase banks or walls</td>
<td>String related sentences together</td>
<td>Summarize content-based information</td>
<td>Apply content-based information to new contexts</td>
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<td>Copy words, phrases, and short sentences</td>
<td>Fill in graphic organizers, charts, and tables</td>
<td>Compare/contrast content-based information</td>
<td>Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</td>
<td>Connect or integrate personal experiences with literature/content</td>
</tr>
<tr>
<td>Answer oral questions with single words</td>
<td>Make comparisons using real-life or visually-supported materials</td>
<td>Describe events, people, processes, procedures</td>
<td>Explain strategies or use of information in solving problems</td>
<td>Create grade-level stories or reports</td>
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## Activity: On the Charts

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