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:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
</tr>
</tbody>
</table>

**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
- 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

**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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