# WIDA CAN DO Descriptors:

#### QUARTER 1234

# LEVEL 1 – ENTERING

### LANGUAGE DOMAIN: LISTENING

]  1. I can point to stated pictures, words, or p	hrases
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] 🗌 🗌 🗌 2.	. I can follow	one-step or	al directions	(e.g.,	physically	or throug	зh
	drawings)						

3. I can identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?")

4. I can match classroom oral language to daily routines

### LANGUAGE DOMAIN: SPEAKING

- I can express basic needs or conditions
   I can name pre-taught objects, people, diagrams, or pictures
- 3. I can recite words or phrases from pictures of everyday objects and oral modeling
- 4. I can answer yes/no and choice questions

### LANGUAGE DOMAIN: READING

		1.	10	can	ma	atch	icons	or	diagr	ams	with	words/concepts

- 2. I can identify cognates from first language, as applicable
  - 3. I can make sound/symbol/word relations
  - 4. I can match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)

## LANGUAGE DOMAIN: WRITING

1. I can label objects, pictures, or diagrams from word/phrase	
banks	
□□□□2. I can communicate ideas by drawing	

- 3. I can copy words, phrases, and short sentences
   4. I can answer oral questions with single words

# **LEVEL 2 - BEGINNING**

### LANGUAGE DOMAIN: LISTENING

1. I can categorize content-based pictures or objects from oral
descriptions
2. I can arrange pictures or objects per oral information
3. I can follow two-step oral directions
DDDD4 L can draw in response to oral descriptions

- I can draw in response to oral descriptions
- 5. I can evaluate oral information (e.g., about lunch options)

## LANGUAGE DOMAIN: SPEAKING

] 🗌 🗌 🗌 1. I can ask si	mple, everyday questions	(e.g., "Who is absent?")
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- 2. I can restate content-based facts
  - 3. I can describe pictures, events, objects, or people using phrases or short sentences
- 4. I can share basic social information with peers

### LANGUAGE DOMAIN: READING

- 1. I can identify facts and explicit messages from illustrated text
  - 2. I can find changes to root words in context

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# **I EVEL 4 - EXPANDING**

LANGUAGE DOMAIN: LISTENING
I. I can interpret oral information and apply to new situations
2. I can identify illustrated main ideas and supporting details from
oral discourse
3. I can infer from and act on oral information
4. I can role play the work of authors, mathematicians, scientists
historians from oral readings, videos, or multi-media
LANGUAGE DOMAIN: SPEAKING
1. I can answer opinion questions with supporting details
C      C
C      C
[] . 4. I can offer creative solutions to issues/problems
5. I can compare/contrast content-based functions and relation
ships
LANGUAGE DOMAIN: READING
1. I can classify features of various genres of text (e.g., "and they
lived happily ever after"—fairy tales)
2. I can match graphic organizers to different texts (e.g., com-
pare/contrast with Venn diagram)
$\Box$ $\Box$ $\Box$ $\Box$ 3. I can find details that support main ideas
[]     [
expository text

# Grade Level Cluster 3-5



- 3. I can identify elements of story grammar (e.g., characters, settina)
- . 4. I can follow visually supported written directions (e.g., "Draw a star in the sky.")

### LANGUAGE DOMAIN: WRITING

			]1.	l can	make	e lists	from I	abe	els or wi	th peer	S		
I			2.	l can	com	olete/	produc	e s	sentence	es from	word/	phrase	banks or

	2.	I	(

- walls
- 3. I can fill in graphic organizers, charts, and tables
- 4. I can make comparisons using real-life or visually supported materials

# LEVEL 3 - DEVELOPING

### LANGUAGE DOMAIN: LISTENING

$\square$		1.1	can	follow	multi-	step	oral	directions	

- 2. I can identify illustrated main ideas from paragraph-level oral discourse
- 3. I can match literal meanings of oral descriptions or oral reading to illustrations
- 4. I can sequence pictures from oral stories, processes, or procedures

### LANGUAGE DOMAIN: SPEAKING

1. I can answer simple content based questions
2. I can re/tell short stories or events
3. I can make predictions or hypotheses from discourse
4. I can offer solutions to social conflict
5 I can present content-based information

- 5. I can present content-based information
- 6. I can engage in problem-solving

### LANGUAGE DOMAIN: READING

- 1. I can interpret information or data from charts and graphs
   2. I can identify main ideas and some details
- 3. I can sequence events in stories or content-based processes
- 4. I can use context clues and illustrations to determine meaning

#### of words/phrases VRITING

LANGUAGE DOMAIN: WRITING
I. I can produce simple expository or narrative text
C      C
. I can compare/contrast content based information
4. I can describe events, people, processes, procedures

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Training is recommended prior to implementation: contact Sundance Educational Consulting, Inc. at (505) 867-0946

# **LEVEL 5 - BRIDGING**

LANGUAGE DOMAIN: LIS I ENING
1. I can carry out oral instructions containing grade-level, content-
based language
2. I can construct models or use manipulatives to problem solve based on oral discourse
3. I can distinguish between literal and figurative language in oral discourse
4. I can form opinions of people, places, or ideas from oral sce- narios
LANGUAGE DOMAIN: SPEAKING
I. I can justify/defend opinions or explanations with evidence     I. I can give content-based presentations using technical vocabulary
<ul> <li>3. I can sequence steps in grade level problem-solving</li> <li>4. I can explain in detail results of inquiry (e.g., scientific experiments)</li> </ul>
LANGUAGE DOMAIN: READING
<ul> <li>I. I can summarize information from multiple related sources</li> <li>I. I can answer analytical questions about grade-level text</li> <li>I. I can identify, explain, and give examples of figures of speech</li> <li>I. I can draw conclusions from explicit and implicit text at or near</li> </ul>

#### grade level LANGUAGE DOMAIN: WRITING

#### LANGUAGE DOMAIN: WRITING

- 🗌 🗌 🔲 1. I can take notes using graphic organizers
  - 2. I can summarize content-based information
  - 3. I can author multiple forms of writing (e.g., expository, narrative, persuasive) from models
- 4. I can explain strategies or use of information in solving problems
- □ □ □ 1. I can produce extended responses of original text approaching grade level
  - 2. I can apply content-based information to new contexts
  - 3. I can connect or integrate personal experiences with literature/content
- . 4. I can create grade-level stories or reports

WIDA	CAN	DO	Descript	tors:
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# **Grade Level Cluster 3-5**

Student Name:	Gender: F	M Parent Na	ame:
Address:		Phone No: _	DOB
Grade:	Teacher Name:		
Inventory (Pre) Test Score: %		COI	MMENTS:
Date:			
Quarterly Date:			
Test 1: %			
Quarterly Date:			
Test 2: %			
Quarterly Date:			
Test 3: %			
Quarterly Date:			
Test 4: %			
Inventory (Post) Test Score: %			
Date:			
Alternative Assessment:			
Portfolio: Yes No			
Date Enrolled: Date of Exit:			

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#### LEVEL 1 – ENTERING: At this level of English language proficiency, English language learners will process, understand, produce, or use:

- pictorial or graphic representation of the language of the content areas
- words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support
- oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

### LEVEL 2 – BEGINNING: At this level of English language proficiency, English language learners will process, understand, produce, or use:

- general language related to the content areas
- · phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of Statements with sensory, graphic, or interactive support

#### LEVEL 3 – DEVELOPING: At this level of English language proficiency, English language learners will process, understand, produce, or use:

- · general and some specific language of the content areas
- · expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support

LEVEL 4 – EXPANING: At this level of English language proficiency, English language learners will process, understand, produce, or use:

- · specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs
- oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support

LEVEL 5 – BRIDGING: At this level of English language proficiency, English language learners will process, understand, produce, or use:

- · specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports
- oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material

LEVEL 6 – REACHING: At this level of English language proficiency, English language learners will process, understand, produce, or use:

- specialized or technical language reflective of the content areas at grade level
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- oral or written communication in English comparable to English-proficient peers