

## Can Do Descriptors: Grade Level Cluster PreK-K

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	Level 6 Reaching
<b>SPEAKING</b>	<ul style="list-style-type: none"> <li>Identify people or objects in illustrated short stories</li> <li>Repeat words, simple phrases</li> <li>Answer yes/no questions about personal information</li> <li>Name classroom and everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>Restate some facts from illustrated short stories</li> <li>Describe pictures, classroom objects or familiar people using simple phrases</li> <li>Answer questions with one or two words (e.g., "Where is Sonia?")</li> <li>Complete phrases in rhymes, songs, and chants</li> </ul>	<ul style="list-style-type: none"> <li>Retell short narrative stories through pictures</li> <li>Repeat sentences from rhymes and patterned stories</li> <li>Make predictions (e.g., "What will happen next?")</li> <li>Answer explicit questions from stories read aloud (e.g., who, what, or where)</li> </ul>	<ul style="list-style-type: none"> <li>Retell narrative stories through pictures with emerging detail</li> <li>Sing repetitive songs and chants independently</li> <li>Compare attributes of real objects (e.g., size, shape, color)</li> <li>Indicate spatial relations of real-life objects using phrases or short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Tell original stories with emerging detail</li> <li>Explain situations (e.g., involving feelings)</li> <li>Offer personal opinions</li> <li>Express likes, dislikes, or preferences with reasons</li> </ul>	<p>Write in grade-level Speaking expectations below:</p>
<b>NAMES</b>						

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.