

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 |
|----------------|---|---|--|---|---|---|
| WRITING | <ul style="list-style-type: none"> • Draw pictures and scribble • Circle or underline pictures, symbols, and numbers • Trace figures and letters • Make symbols, figures or letters from models and realia (e.g., straws, clay) | <ul style="list-style-type: none"> • Connect oral language to print (e.g., language experience) • Reproduce letters, symbols, and numbers from models in context • Copy icons of familiar environmental print • Draw objects from models and label with letters | <ul style="list-style-type: none"> • Communicate using letters, symbols, and numbers in context • Make illustrated “notes” and cards with distinct letter combinations • Make connections between speech and writing • Reproduce familiar words from labeled models or illustrations | <ul style="list-style-type: none"> • Produce symbols and strings of letters associated with pictures • Draw pictures and use words to tell a story • Label familiar people and objects from models • Produce familiar words/phrases from environmental print and illustrated text | <ul style="list-style-type: none"> • Create content-based representations through pictures and words • Make “story books” with drawings and words • Produce words/phrases independently • Relate everyday experiences using phrases/short sentences | <p>Write in grade-level Writing expectations below:</p> |
| NAMES | | | | | | |

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.