

**2021-2022**

**ESOL INFORMATIONAL GUIDE**

**FOR TEACHERS OF**

**ENGLISH LANGUAGE**

**LEARNERS**



**Hernando County School District**

# **Informational Guide**

## **for Teachers of ESOL Students**

This document was prepared to provide a quick reference guide for Hernando County teachers of English Language Learners (ELLs). It answers frequently asked questions and addresses the responsibility of those who interact with ELLs. (Detailed information regarding legal issues, theories, best practices and related topics are covered in the training for teachers of ELLs and/or in the District ELL Plan.)

Information is subject to change with new legislation.

Parts of this publication were taken from the “ESOL Teacher’s Survival Guide”, Pasco County Schools, and resources from the Florida Department of Education.

If you have questions about ESOL, contact the ESOL Lead Teacher for your school or

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\*Technical assistance/eligibility assessment provided as necessary to the private and charter schools included above

# For the Child from Another Language and Culture

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Lord, before I met her, I thought, “Oh, great!  
I don’t know how I’ll deal with this--  
to get a kid who’s new to this country,  
whose name I can’t even pronounce.

How will I cope?”

But then  
with what sweet courage she  
walked into our babble.  
And coped.

Taken from “*Chalkdust*”

# Table of Contents

I.	<b>ESOL BASICS</b>	
	A. Acronyms	1
	B. Consent Decree and the District ELL Plan	2
	C. What is ESOL?	3
	D. How are students determined eligible for ESOL?	4
	E. How do I know if I have ESOL students in my classroom?	4
	F. When and how are students exited from ESOL?	5
	G. What if my student is in ESOL and ESE?	5
II.	<b>RESPONSIBILITIES</b>	
	A. What are my responsibilities as a teacher of an ESOL student?	6
	B. How do I document lesson plans?	7
	C. What is the ELL committee?	7
	D. How does the ESOL paraprofessional assist my students?	8
	E. How do I communicate with parents in a language they understand	9
	F. When do I communicate with the ESOL Lead Teacher/ELL Chairperson?	9
III.	<b>TRAINING REQUIREMENTS</b>	
	A. Do I need training?	10
	B. How do I sign up for training?	10
	C. What is the ESOL Endorsement?	10
	D. What does it mean to be “out of field” for ESOL	10
	E. What does it mean to be “out of compliance”?	10
IV.	<b>OTHER HELPFUL INFORMATION</b>	
	A. WIDA Resources	11
	B. Helpful hints for teachers who have a non-English speaker	25
	C. Stages of Acculturation	26
	D. ESOL Strategies Sheet and Levels of Language Proficiency	27

# ESOL BASICS

## Acronyms

ESOL	-English for Speakers of Other Languages (program) ELL -English Language Learner(student)
LY	-A student who is currently receiving ESOL services
LF	-A former ELL (LY) who has been exited from ESOL and is currently being monitored for 2 years
LA	-A former ELL(LY) who has been monitored for 2 years (LF) and is currently being monitored for two final years per ESSA
LZ	-A student whose LF/LA monitoring period (4 yrs.) has been completed and is now dismissed from ESOL
ZZ	-A student who is not eligible for ESOL
NES	-Non-English Speaking
LES	-Limited-English Speaking
FES	-Fluent-English Speaking
ESE	-Exceptional Student Education
IEP	-Individual Education Plan
AIP	-Academic Improvement Plan (Replaced with PMP- Progress Monitoring Plan)
ESL	-English as a Second Language
CELLA	-Comprehensive English Language Learning Assessment
LEP	-Limited English Proficient (formerly used to identify ELLs , not used at this time)
WIDA	-World-class Instructional Design and Assessment (consortium that created ACCESS for ELLs)
ACCESS	-Assessing Comprehension and Communication in English State-to-State (large-scale English-language proficiency assessment for K-12 ELLs)
W-APT	-WIDA ACCESS Placement test

Note: The terms ESOL and ELL are often used interchangeably when referring to students, issues and services.

# The Consent Decree and the District ELL Plan

The English for Speakers of Other Languages program (ESOL) must submit an ELL Plan every three years for approval. Specific detail on ESOL program procedures implemented must be provided for the following areas:

- Standards for entry, exit and post-reclassification monitoring
- A description of instructional, categorical and student services
- Provisions for and plans to employ qualified staff
- Evidence of consultation with the district's Parent Leadership Council
- Other policies and procedures

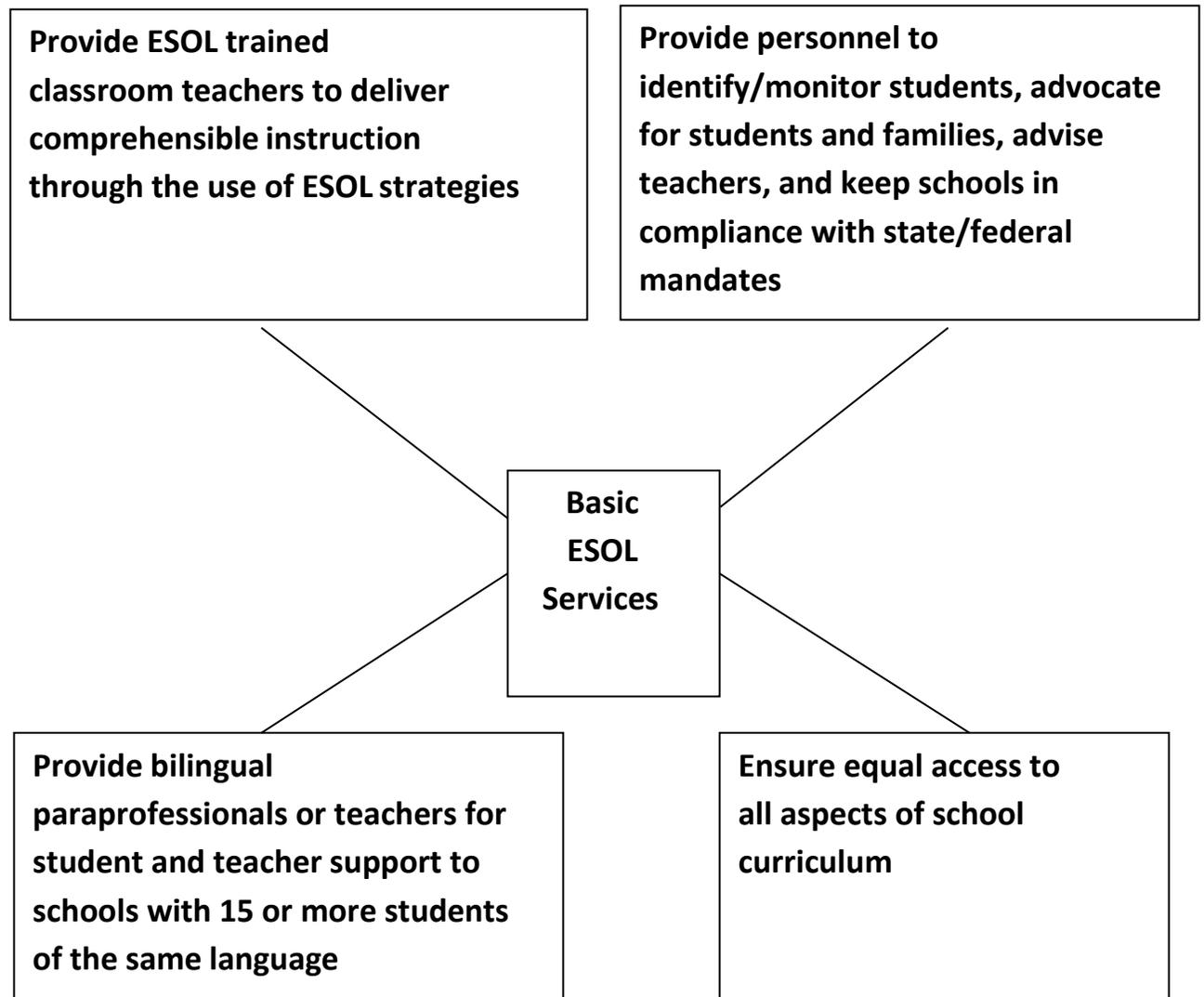
The District ELL Plan tells how a district implements the DOE-META Consent Decree which mandates the state of Florida in addressing these issues.



# What is ESOL?

## ESOL – English for Speakers of Other Languages

A collection of services are available to serve students who are limited English proficient.



## **How are students determined eligible for ESOL?**

During school enrollment, a Home Language Survey is completed. Any student whose survey indicates that: another language is spoken in the home; the student's first language is a language other than English; and/or the student most often speaks a language other than English, must be further considered for ESOL eligibility. The ESOL Lead Teacher or ELL Chairperson usually determines if a student is eligible for ESOL services based on the results of the language proficiency assessment.

ELL committee meetings will be called for questionable cases.

Detailed eligibility criteria, is explained in the District ELL Plan.

*Criteria subject to change with new legislation.*

## **How do I know if I have ESOL students in my classroom?**

The ESOL Lead Teacher/ELL Chairperson will notify you of your ESOL students at the beginning of each year and throughout the year as students enter your classes. Students entering school for the first time (K-12) and new students to the state of Florida must be assessed to determine eligibility for ESOL services. Students from another Florida school may or may not be tested depending upon their transfer records. You will be informed of the student's status after records have been evaluated and a determination has been made.

# When and how are students exited from ESOL?

The following criteria are available to determine exit from the ESOL program:

- An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining:  
Scores of “Proficient” at the applicable grade level on each statewide English Language Proficiency Assessment subtest administered annually pursuant to Rule 6A-6.09021, F.A.C.; **and**,  
Scores on applicable FSA in ELA, as follows:  
For students in grades K-2, the statewide English Language Proficiency Assessment is the only assessment required;  
For students in grades 3-9, earning a passing score on the grade level FSA in ELA or the FSAA, pursuant to Rule 6A-1.09430, F.A.C.; or  
For students in grades 10-12, a score on the 10th grade FSA in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C., or a score on the 10th grade FCAT in Reading, pursuant to Rule 6A-1.09422, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.
- Students who have received 6 years of ESOL services may be considered for exit through an ELL Committee Meeting.
- Students who are determined to be better served through another program may be considered for exit through an ELL Committee Meeting.

Exited students (LF) are monitored for 2 years by the ESOL Lead Teacher/ELL Chairperson and then monitored for 2 final years (LA), per ESSA.

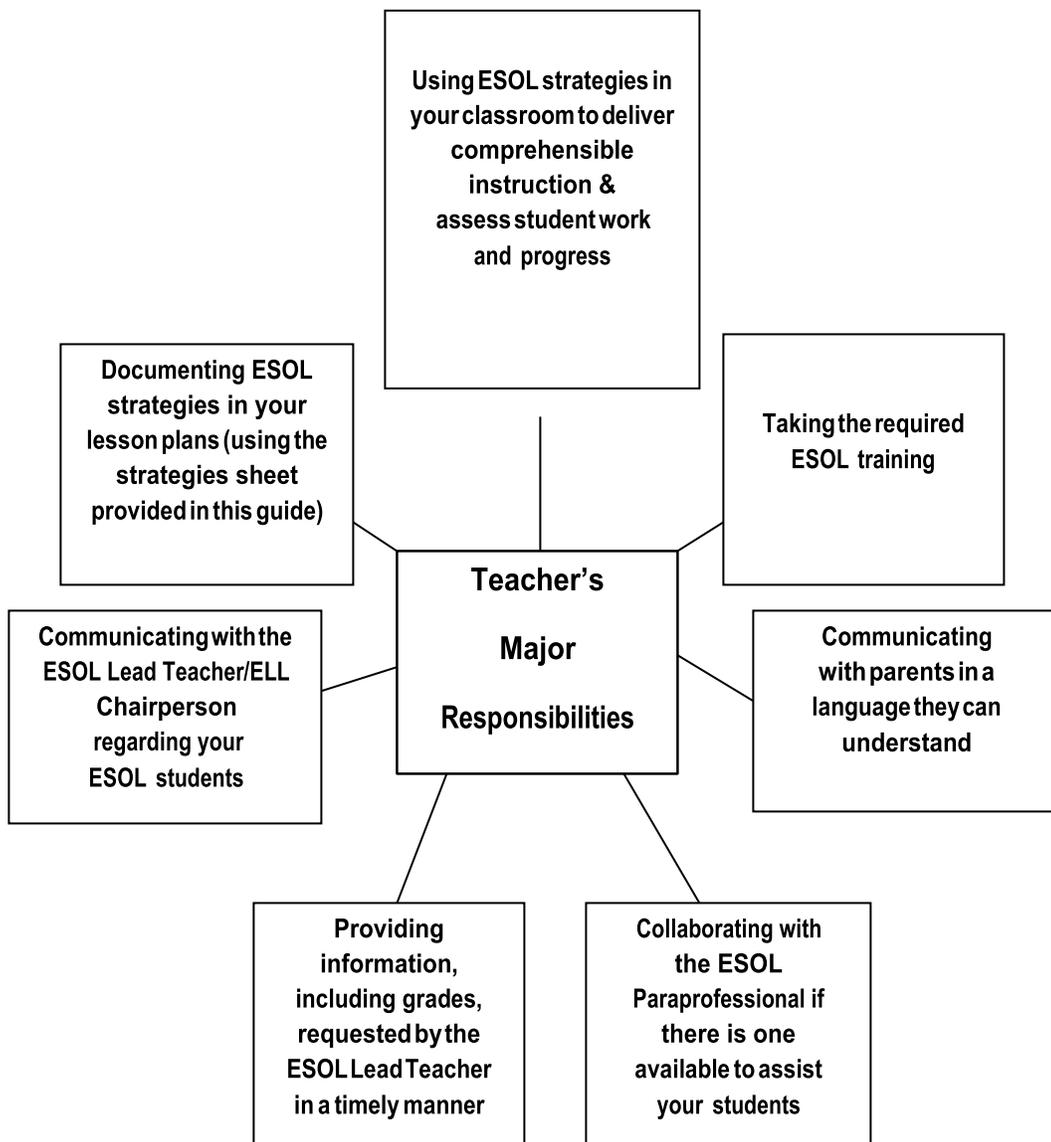
Unique situations and exceptions are handled on an individual basis through consideration of the ELL Committee. *Exit requirements are subject to change with new legislation.*

## What if my student is in ESOL and ESE?

Being limited English proficient does not exclude a student from being gifted or having a disability. It is possible that a student may need services from both departments and is guaranteed the right of access to these services. When the ESOL/ESE student’s Individual Education Plan (IEP) is written, the current level of English language proficiency and how English language issues will be addressed must be stated. The ESOL Lead Teacher/ELL Chairperson needs to attend these meetings. Please remember to schedule with them when planning meeting times.

# TEACHER RESPONSIBILITIES

## What are my responsibilities as a teacher of an ESOL student?

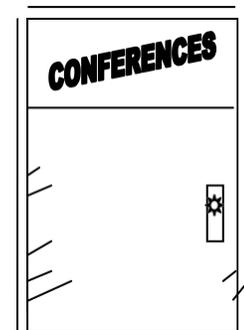


## How do I document lesson plans?

Your legal documentations are your lesson plans showing the use of ESOL strategies when teaching your ELLs. This protects you, your school, and your district.

At the back of this guide, you will find a list of ESOL strategies and techniques. It is provided as a tool to assist you in documenting instructional and assessment strategies that you use with ELLs. You may copy this page for each of your English Language Learners. Complete the strategies form for each ELL in your class by marking the strategies used during each grading period. Strategies, along with the English Language Development Standards, must also be noted in your plans. Your school's ESOL Lead Teacher can assist you with resources available to help you plan.

A teacher should always take this information to conferences, ELL Committee meetings, staffings, audits and any other meetings regarding your ELLs. That way you will be better prepared to present your documentation and discuss the opportunities that have been provided to your student during instruction and assessment. It also gives you the insight to see what's working and if any changes need to be made to the strategies that you are using.



## What is the ELL Committee?

The ELL Committee consists of ESOL teachers (Language Arts/English) and home language teachers (if applicable), an administrator or designee plus guidance counselors, social workers, school psychologists or other educators as appropriate for the situation. The parent/guardian will be invited to serve on the ELL Committee for his/her child. An ELL Committee meeting shall convene at the request of any member and will be headed and documented by the ELL Chairperson.

# How does the ESOL paraprofessional assist my students?

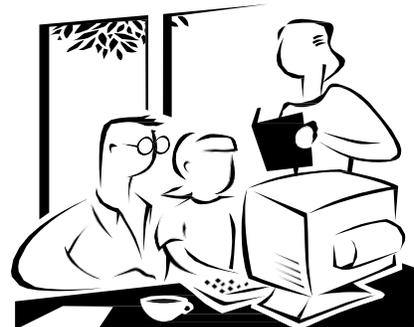
Schools with 15 or more ELLs of the same language must provide a bilingual paraprofessional or teacher to assist ELLs. The ESOL paraprofessional is assigned to assist ELLs primarily within the classroom. The paraprofessional gives support to whatever is happening in the classroom by providing clarification and home-language tutorial assistance in basic subject areas as needed.

The Para's job is to help students successfully function in your classroom with your class work, projects, and assignments. The Para should be part of your classroom environment and may be working with small groups of ELLs using graphic organizers or other visuals where beneficial and re-enforcing your lessons. The Para is providing assistance in addition to the strategies that you are using for your lessons.

The ELLs **should not** miss your lessons. **Remember, the Para is not the teacher and does not have the responsibility of teaching the material to the students.**

There may be times when it is appropriate for the students to be out of your classroom. These times could include certain testing situations, one-on-one or small group review during times when you are not delivering instruction, orientation, and/or survival skills for non-English speaking students. There may be non-instructional times where one-on-one or small group tutoring would be very beneficial for non-English or very-limited English speakers.

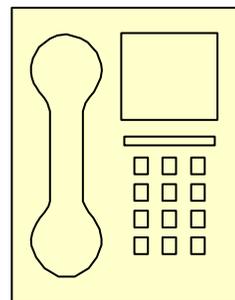
It is important that you work cooperatively and positively with the paraprofessional in order to have a successful collaboration. The Para should feel welcome in your room and should have time to prepare for upcoming lessons.



## How do I communicate with parents in a language they understand?

Ways of communicating with non-English-speaking parents:

- Translated district forms (Several district forms are translated into Spanish.)
- Bilingual paraprofessional or other personnel
- Assistance from your ESOL Lead Teacher/ELL Chairperson (Talk to your school's ELL chairperson for other possible contacts or assistance.)



## When do I communicate with the ESOL Lead Teacher/ELL Chairperson?

- Scheduling IEP conferences
- Scheduling parent conferences
- Considering state/district test accommodations
- Considering retention
- Considering referral for other programs
- Referring for remedial programs/Tier II/III Support
- Moving a student to another teacher or team
- Informing the ESOL Lead Teacher of student progress

## **TRAINING REQUIREMENTS**

### **Do I need training?**

Any teacher who instructs ELLs is required to take some form of training. ESOL training requirements are posted on the district website under Professional Development.

### **How do I sign up for training?**

ESOL on-line courses or in-service offerings are posted periodically under the District Professional Development icon available under the district's e-mail. You may contact the District's Professional Development Office for more information.

### **What is the ESOL Endorsement?**

The ESOL Endorsement is added to your teaching certificate after you have completed 300 hours of ESOL training or the college course equivalents and have formally applied for the endorsement. Category I teachers (Language Arts, Developmental Language Arts, English, Intensive Reading, and Reading teachers) who instruct ELLs must have the ESOL endorsement or the basic ESOL certification/coverage.

### **What does it mean to be “out-of-field” for ESOL?**

If you are teaching Language Arts or English to ESOL students and you haven't finished all of your required ESOL training, you are out-of-field.

### **What does it mean to be “out-of-compliance”?**

Out-of-compliance is not good! This means you have not fulfilled your training requirements in the allotted time, which is a condition of employment. We must follow state and federal mandates. ESOL training is mandatory. In addition, schools found to be out-of-compliance may lose much needed funds.

(Questions about your out-of-field or out-of-compliance status may be directed to the Human Resources Department.)

# Other Helpful Information

## WIDA Resources

On the following pages you will find:

- 1) **English Language Development (ELD) Standards** for use in planning and documenting lesson plans
- 2) **Performance Definitions** that give you descriptions of what an ELL might be able to process or produce at a given level within the word, sentence and discourse dimensions.
- 3) **CAN DO Descriptors** provide information about activities that may be appropriate for an ELL depending upon his level of English-language proficiency in each language domain - listening, speaking, reading and writing. These pages give you a starting point for planning instruction. Feel free to review the new **Key Uses Can Do Descriptors** as well as many other resources to support ELLs via the [ESOL Landing Page](#).

## ELLevation Resources

The district currently provides access to [ELLevation Platform and Strategies](#). You can use ELLevation to identify key information about your ELLs' English language proficiency in order to provide informed instructional support. You can also search for research-based ESOL strategies that can easily be integrated to your lesson plans.

The ESOL Lead Teacher at your school can give you more information on using these resources.

# The 5 English Language (ELD) Standards

ELD Standard 1 <u>ELD.K12.ELL.SI.1</u>	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
ELD Standard 2 <u>ELD.K12.ELL.LA.1</u>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The language of Language Arts
ELD Standard 3 <u>ELD.K12.ELL.MA.1</u>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The language of Mathematics
ELD Standard 4 <u>ELD.K12.ELL.SC.1</u>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The language of Science
ELD Standard 5 <u>ELD.K12.ELL.SS.1</u>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The language of Social Studies

# WIDA Performance Definitions - Listening and Reading Grades K-12

## Within sociocultural contexts for processing language...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<b>Level 6 - Reaching</b>			
English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Rich descriptive discourse with complex sentences</li> <li>Cohesive and organized, related ideas across content areas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical structures</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language</li> <li>Words and expressions with shades of meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Complex grammatical structures</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words or expressions with multiple meanings across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas specific to particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and some complex grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content-area language and expressions</li> <li>Words and expressions with common collocations and idioms across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Multiple related simple sentences</li> <li>An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>Compound grammatical structures</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions, including cognates</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Single statements or questions</li> <li>An idea within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social, instructional and some content-related words and phrases</li> </ul>

# WIDA Performance Definitions - Speaking and Writing Grades K-12

## Within sociocultural contexts for language use...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<b>Level 6 - Reaching</b>			
English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Multiple, complex sentences</li> <li>Organized, cohesive, and coherent expression of ideas characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical structures matched to purpose</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language, including content-specific collocations</li> <li>Words and expressions with precise meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Short, expanded, and some complex sentences</li> <li>Organized expression of ideas with emerging cohesion characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and complex grammatical structures</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with expressive meaning through use of collocations and idioms across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging complexity</li> <li>Expanded expression of one idea or emerging expression of multiple related ideas across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Simple and compound grammatical structures with occasional variation</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including cognates and expressions</li> <li>Words or expressions with multiple meanings used across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Phrases or short sentences</li> <li>Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic grammatical structures</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Words, phrases, or chunks of language</li> <li>Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>Phrase-level grammatical structures</li> <li>Phrasal patterns associated with familiar social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and expressions</li> </ul>

## 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>LISTENING</b>	<ul style="list-style-type: none"> <li>Match oral language to classroom and everyday objects</li> <li>Point to stated pictures in context</li> <li>Respond non-verbally to oral commands or statements (e.g., through physical movement)</li> <li>Find familiar people and places named orally</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures or objects according to oral instructions</li> <li>Match pictures, objects or movements to oral descriptions</li> <li>Follow one-step oral directions (e.g., “stand up”; “sit down”)</li> <li>Identify simple patterns described orally</li> <li>Respond with gestures to songs, chants, or stories modeled by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Follow two-step oral directions, one step at a time</li> <li>Draw pictures in response to oral instructions</li> <li>Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)</li> <li>Act out songs and stories using gestures</li> </ul>	<ul style="list-style-type: none"> <li>Find pictures that match oral descriptions</li> <li>Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”)</li> <li>Distinguish between what happens first and next in oral activities or readings</li> <li>Role play in response to stories read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Order pictures of events according to sequential language</li> <li>Arrange objects or pictures according to descriptive oral discourse</li> <li>Identify pictures/realia associated with grade-level academic concepts from oral descriptions</li> <li>Make patterns from real objects or pictures based on detailed oral descriptions</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>
<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>	<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>

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.

## 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>READING</b>	<ul style="list-style-type: none"> <li>Match icons and symbols to corresponding pictures</li> <li>Identify name in print</li> <li>Find matching words or pictures</li> <li>Find labeled real-life classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>Match examples of the same form of print</li> <li>Distinguish between same and different forms of print (e.g., single letters and symbols)</li> <li>Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page)</li> <li>Match labeled pictures to those in illustrated scenes</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures to identify words</li> <li>Classify visuals according to labels or icons (e.g., animals v. plants)</li> <li>Demonstrate concepts of print (e.g., title, author, illustrator)</li> <li>Sort labeled pictures by attribute (e.g., number, initial sound)</li> </ul>	<ul style="list-style-type: none"> <li>Identify some high-frequency words in context</li> <li>Order a series of labeled pictures described orally to tell stories</li> <li>Match pictures to phrases/short sentences</li> <li>Classify labeled pictures by two attributes (e.g., size and color)</li> </ul>	<ul style="list-style-type: none"> <li>Find school-related vocabulary items</li> <li>Differentiate between letters, words, and sentences</li> <li>String words together to make short sentences</li> <li>Indicate features of words, phrases, or sentences that are the same and different</li> </ul>	<ul style="list-style-type: none"> <li>Create content-based representations through pictures and words</li> <li>Make "story books" with drawings and words</li> <li>Produce words/phrases independently</li> <li>Relate everyday experiences using phrases/short sentences</li> </ul>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Draw pictures and scribble</li> <li>Circle or underline pictures, symbols, and numbers</li> <li>Trace figures and letters</li> <li>Make symbols, figures or letters from models and realia (e.g., straws, clay)</li> </ul>	<ul style="list-style-type: none"> <li>Connect oral language to print (e.g., language experience)</li> <li>Reproduce letters, symbols, and numbers from models in context</li> <li>Copy icons of familiar environmental print</li> <li>Draw objects from models and label with letters</li> </ul>	<ul style="list-style-type: none"> <li>Communicate using letters, symbols, and numbers in context</li> <li>Make illustrated "notes" and cards with distinct letter combinations</li> <li>Make connections between speech and writing</li> <li>Reproduce familiar words from labeled models or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Produce symbols and strings of letters associated with pictures</li> <li>Draw pictures and use words to tell a story</li> <li>Label familiar people and objects from models</li> <li>Produce familiar words/phrases from environmental print and illustrated text</li> </ul>	<ul style="list-style-type: none"> <li>Produce content-based representations through pictures and words</li> <li>Make "story books" with drawings and words</li> <li>Produce words/phrases independently</li> <li>Relate everyday experiences using phrases/short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Produce symbols and strings of letters associated with pictures</li> <li>Draw pictures and use words to tell a story</li> <li>Label familiar people and objects from models</li> <li>Produce familiar words/phrases from environmental print and illustrated text</li> </ul>

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## 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:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<b>LISTENING</b>	<ul style="list-style-type: none"> <li>Follow modeled, one-step oral directions (e.g., "Find a pencil.")</li> <li>Identify pictures of everyday objects as stated orally (e.g., in books)</li> <li>Point to real-life objects reflective of content-related vocabulary or oral statements</li> <li>Mimic gestures or movement associated with statements (e.g., "This is my left hand.")</li> </ul>	<ul style="list-style-type: none"> <li>Match oral reading of stories to illustrations</li> <li>Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.")</li> <li>Sequence a series of oral statements using real objects or pictures</li> <li>Locate objects described orally</li> </ul>	<ul style="list-style-type: none"> <li>Follow modeled multi-step oral directions</li> <li>Sequence pictures of stories read aloud (e.g., beginning, middle, and end)</li> <li>Match people with jobs or objects with functions based on oral descriptions</li> <li>Classify objects according to descriptive oral statements</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information</li> <li>Find details in illustrated, narrative, or expository text read aloud</li> <li>Identify illustrated activities from oral descriptions</li> <li>Locate objects, figures, places based on visuals and detailed oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Use context clues to gain meaning from grade-level text read orally</li> <li>Apply ideas from oral discussions to new situations</li> <li>Interpret information from oral reading of narrative or expository text</li> <li>Identify ideas/concepts expressed with grade-level content-specific language</li> </ul>	
<b>SPAKING</b>	<ul style="list-style-type: none"> <li>Repeat simple words, phrases, and memorized chunks of language</li> <li>Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase</li> <li>Identify and name everyday objects</li> <li>Participate in whole group chants and songs</li> </ul>	<ul style="list-style-type: none"> <li>Use first language to fill in gaps in oral English (code switch)</li> <li>Repeat facts or statements</li> <li>Describe what people do from action pictures (e.g., jobs of community workers)</li> <li>Compare real-life objects (e.g., "smaller," "biggest")</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions of a social nature</li> <li>Express feelings (e.g., "I'm happy because...")</li> <li>Retell simple stories from picture cues</li> <li>Sort and explain grouping of objects (e.g., sink v. float)</li> <li>Make predictions or hypotheses</li> <li>Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions for social and academic purposes</li> <li>Participate in class discussions on familiar social and academic topics</li> <li>Retell stories with details</li> <li>Sequence stories with transitions</li> </ul>	<ul style="list-style-type: none"> <li>Use academic vocabulary in class discussions</li> <li>Express and support ideas with examples</li> <li>Give oral presentations on content-based topics approaching grade level</li> <li>Initiate conversation with peers and teachers</li> </ul>	

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## 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:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<b>READING</b>	<ul style="list-style-type: none"> <li>Identify symbols, icons, and environmental print</li> <li>Connect print to visuals</li> <li>Match real-life familiar objects to labels</li> <li>Follow directions using diagrams or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Search for pictures associated with word patterns</li> <li>Identify and interpret pre-taught labeled diagrams</li> <li>Match voice to print by pointing to icons, letters, or illustrated words</li> <li>Sort words into word families</li> </ul>	<ul style="list-style-type: none"> <li>Make text-to-self connections with prompting</li> <li>Select titles to match a series of pictures</li> <li>Sort illustrated content words into categories</li> <li>Match phrases and sentences to pictures</li> </ul>	<ul style="list-style-type: none"> <li>Put words in order to form sentences</li> <li>Identify basic elements of fictional stories (e.g., title, setting, characters)</li> <li>Follow sentence-level directions</li> <li>Distinguish between general and specific language (e.g., flower v. rose) in context</li> </ul>	<ul style="list-style-type: none"> <li>Begin using features of non-fiction text to aid comprehension</li> <li>Use learning strategies (e.g., context clues)</li> <li>Identify main ideas</li> <li>Match figurative language to illustrations (e.g., "as big as a house")</li> </ul>	
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Copy written language</li> <li>Use first language (L1, when L1 is a medium of instruction) to help form words in English</li> <li>Communicate through drawings</li> <li>Label familiar objects or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Provide information using graphic organizers</li> <li>Generate lists of words/phrases from banks or walls</li> <li>Complete modeled sentence starters (e.g., "I like ____.")</li> <li>Describe people, places, or objects from illustrated examples and models</li> </ul>	<ul style="list-style-type: none"> <li>Engage in prewriting strategies (e.g., use of graphic organizers)</li> <li>Form simple sentences using word/phrase banks</li> <li>Participate in interactive journal writing</li> <li>Give content-based information using visuals or graphics</li> </ul>	<ul style="list-style-type: none"> <li>Produce original sentences</li> <li>Create messages for social purposes (e.g., get well cards)</li> <li>Compose journal entries about personal experiences</li> <li>Use classroom resources (e.g., picture dictionaries) to compose sentences</li> </ul>	<ul style="list-style-type: none"> <li>Create a related series of sentences in response to prompts</li> <li>Produce content-related sentences</li> <li>Compose stories</li> <li>Explain processes or procedures using connected sentences</li> </ul>	

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.

## 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:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<b>LISTENING</b>	<ul style="list-style-type: none"> <li>Point to stated pictures, words, or phrases</li> <li>Follow one-step oral directions (e.g., physically or through drawings)</li> <li>Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?")</li> <li>Match classroom oral language to daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Categorize content-based pictures or objects from oral descriptions</li> <li>Arrange pictures or objects per oral information</li> <li>Follow two-step oral directions</li> <li>Draw in response to oral descriptions</li> <li>Evaluate oral information (e.g., about lunch options)</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step oral directions</li> <li>Identify illustrated main ideas from paragraph-level oral discourse</li> <li>Match literal meanings of oral descriptions or oral reading to illustrations</li> <li>Sequence pictures from oral stories, processes, or procedures</li> </ul>	<ul style="list-style-type: none"> <li>Interpret oral information and apply to new situations</li> <li>Identify illustrated main ideas and supporting details from oral discourse</li> <li>Infer from and act on oral information</li> <li>Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media</li> </ul>	<ul style="list-style-type: none"> <li>Carry out oral instructions containing grade-level, content-based language</li> <li>Construct models or use manipulatives to problem-solve based on oral discourse</li> <li>Distinguish between literal and figurative language in oral discourse</li> <li>Form opinions of people, places, or ideas from oral scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Justify/defend opinions or explanations with evidence</li> <li>Give content-based presentations using technical vocabulary</li> <li>Sequence steps in grade-level problem-solving</li> <li>Explain in detail results of inquiry (e.g., scientific experiments)</li> </ul>
<b>SPAKING</b>	<ul style="list-style-type: none"> <li>Express basic needs or conditions</li> <li>Name pre-taught objects, people, diagrams, or pictures</li> <li>Recite words or phrases from pictures of everyday objects and oral modeling</li> <li>Answer yes/no and choice questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple, everyday questions (e.g., "Who is absent?")</li> <li>Restate content-based facts</li> <li>Describe pictures, events objects, or people using phrases or short sentences</li> <li>Share basic social information with peers</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple content-based questions</li> <li>Re/tell short stories or events</li> <li>Make predictions or hypotheses from discourse</li> <li>Offer solutions to social conflict</li> <li>Present content-based information</li> <li>Engage in problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Answer opinion questions with supporting details</li> <li>Discuss stories, issues, and concepts</li> <li>Give content-based oral reports</li> <li>Offer creative solutions to issues/problems</li> <li>Compare/contrast content-based functions and relationships</li> </ul>	<ul style="list-style-type: none"> <li>Justify/defend opinions or explanations with evidence</li> <li>Give content-based presentations using technical vocabulary</li> <li>Sequence steps in grade-level problem-solving</li> <li>Explain in detail results of inquiry (e.g., scientific experiments)</li> </ul>	<ul style="list-style-type: none"> <li>Justify/defend opinions or explanations with evidence</li> <li>Give content-based presentations using technical vocabulary</li> <li>Sequence steps in grade-level problem-solving</li> <li>Explain in detail results of inquiry (e.g., scientific experiments)</li> </ul>

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## 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:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<b>READING</b>	<ul style="list-style-type: none"> <li>Match icons or diagrams with words/concepts</li> <li>Identify cognates from first language, as applicable</li> <li>Make sound/symbol/word relations</li> <li>Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)</li> </ul>	<ul style="list-style-type: none"> <li>Identify facts and explicit messages from illustrated text</li> <li>Find changes to root words in context</li> <li>Identify elements of story grammar (e.g., characters, setting)</li> <li>Follow visually supported written directions (e.g., "Draw a star in the sky.")</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data from charts and graphs</li> <li>Identify main ideas and some details</li> <li>Sequence events in stories or content-based processes</li> <li>Use context clues and illustrations to determine meaning of words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales)</li> <li>Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)</li> <li>Find details that support main ideas</li> <li>Differentiate between fact and opinion in narrative and expository text</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from multiple related sources</li> <li>Answer analytical questions about grade-level text</li> <li>Identify, explain, and give examples of figures of speech</li> <li>Draw conclusions from explicit and implicit text at or near grade level</li> </ul>	<ul style="list-style-type: none"> <li>Produce extended responses of original text approaching grade level</li> <li>Apply content-based information to new contexts</li> <li>Connect or integrate personal experiences with literature/content</li> <li>Create grade-level stories or reports</li> </ul>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Label objects, pictures, or diagrams from word/phrase banks</li> <li>Communicate ideas by drawing</li> <li>Copy words, phrases, and short sentences</li> <li>Answer oral questions with single words</li> </ul>	<ul style="list-style-type: none"> <li>Make lists from labels or with peers</li> <li>Complete/produce sentences from word/phrase banks or walls</li> <li>Fill in graphic organizers, charts, and tables</li> <li>Make comparisons using real-life or visually-supported materials</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple expository or narrative text</li> <li>String related sentences together</li> <li>Compare/contrast content-based information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Take notes using graphic organizers</li> <li>Summarize content-based information</li> <li>Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</li> <li>Explain strategies or use of information in solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Produce extended responses of original text approaching grade level</li> <li>Apply content-based information to new contexts</li> <li>Connect or integrate personal experiences with literature/content</li> <li>Create grade-level stories or reports</li> </ul>	<ul style="list-style-type: none"> <li>Produce extended responses of original text approaching grade level</li> <li>Apply content-based information to new contexts</li> <li>Connect or integrate personal experiences with literature/content</li> <li>Create grade-level stories or reports</li> </ul>

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## Can Do Descriptors: Grade Level Cluster 6-8

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>LISTENING</b>	<ul style="list-style-type: none"> <li>Follow one-step oral commands/instructions</li> <li>Match social language to visual/graphic displays</li> <li>Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)</li> <li>Match instructional language with visual representation (e.g., "Use a sharpened pencil.")</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step oral commands/instructions</li> <li>Classify/sort content-related visuals per oral descriptions</li> <li>Sequence visuals per oral directions</li> <li>Identify information on charts or tables based on oral statements</li> </ul>	<ul style="list-style-type: none"> <li>Categorize content-based examples from oral directions</li> <li>Match main ideas of familiar text read aloud to visuals</li> <li>Use learning strategies described orally</li> <li>Identify everyday examples of content-based concepts described orally</li> <li>Associate oral language with different time frames (e.g., past, present, future)</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas and details of oral discourse</li> <li>Complete content-related tasks or assignments based on oral discourse</li> <li>Apply learning strategies to new situations</li> <li>Role play, dramatize, or re-enact scenarios from oral reading</li> </ul>	<ul style="list-style-type: none"> <li>Use oral information to accomplish grade-level tasks</li> <li>Evaluate intent of speech and act accordingly</li> <li>Make inferences from grade-level text read aloud</li> <li>Discriminate among multiple genres read orally</li> </ul>	
<b>SPAKING</b>	<ul style="list-style-type: none"> <li>Answer yes/no and choice questions</li> <li>Begin to use general and high frequency vocabulary</li> <li>Repeat words, short phrases, memorized chunks</li> <li>Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Convey content through high frequency words/phrases</li> <li>State big/main ideas of classroom conversation</li> <li>Describe situations from modeled sentences</li> <li>Describe routines and everyday events</li> <li>Express everyday needs and wants</li> <li>Communicate in social situations</li> <li>Make requests</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express time through multiple tenses</li> <li>Retell/rephrase ideas from speech</li> <li>Give brief oral content-based presentations</li> <li>State opinions</li> <li>Connect ideas in discourse using transitions (e.g., "but," "then")</li> <li>Use different registers inside and outside of class</li> <li>State big/main ideas with some supporting details</li> <li>Ask for clarification (e.g., self-monitor)</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrase and summarize ideas presented orally</li> <li>Defend a point of view</li> <li>Explain outcomes</li> <li>Explain and compare content-based concepts</li> <li>Connect ideas with supporting details/evidence</li> <li>Substantiate opinions with reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Defend a point of view and give reasons</li> <li>Use and explain metaphors and similes</li> <li>Communicate with fluency in social and academic contexts</li> <li>Negotiate meaning in group discussions</li> <li>Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</li> </ul>	

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**Can Do Descriptors: Grade Level Cluster 6-8**

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>READING</b>	<ul style="list-style-type: none"> <li>Associate letters with sounds and objects</li> <li>Match content-related objects/pictures to words</li> <li>Identify common symbols, signs, and words</li> <li>Recognize concepts of print</li> <li>Find single word responses to WH- questions (e.g., "who," "what," "when," "where")</li> <li>Use picture dictionaries/illustrated glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Sequence illustrated text of fictional and non-fictional events</li> <li>Locate main ideas in a series of simple sentences</li> <li>Find information from text structure (e.g., titles, graphs, glossary)</li> <li>Follow text read aloud (e.g., tapes, teacher, paired-readings)</li> <li>Sort/group pre-taught words/phrases</li> <li>Use pre-taught vocabulary (e.g., word banks) to complete simple sentences</li> <li>Use L1 to support L2 (e.g., cognates)</li> <li>Use bilingual dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Identify topic sentences, main ideas, and details in paragraphs</li> <li>Identify multiple meanings of words in context (e.g., "cell," "table")</li> <li>Use context clues</li> <li>Make predictions based on illustrated text</li> <li>Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "ed")</li> <li>Differentiate between fact and opinion</li> <li>Answer questions about explicit information in texts</li> <li>Use English dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Order paragraphs</li> <li>Identify summaries of passages</li> <li>Identify figurative language (e.g., "dark as night")</li> <li>Interpret adapted classics or modified text</li> <li>Match cause to effect</li> <li>Identify specific language of different genres and informational texts</li> <li>Use an array of strategies (e.g., skim and scan for information)</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate and apply multiple meanings of words/phrases</li> <li>Apply strategies to new situations</li> <li>Infer meaning from modified grade-level text</li> <li>Critique material and support argument</li> <li>Sort grade-level text by genre</li> </ul>	
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Draw content-related pictures</li> <li>Produce high frequency words</li> <li>Label pictures and graphs</li> <li>Create vocabulary/concept cards</li> <li>Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)</li> </ul>	<ul style="list-style-type: none"> <li>Complete pattern sentences</li> <li>Extend "sentence starters" with original ideas</li> <li>Connect simple sentences</li> <li>Complete graphic organizers/forms with personal information</li> <li>Respond to yes/no, choice, and some WH- questions</li> </ul>	<ul style="list-style-type: none"> <li>Produce short paragraphs with main ideas and some details (e.g., column notes)</li> <li>Create compound sentences (e.g., with conjunctions)</li> <li>Explain steps in problem-solving</li> <li>Compare/contrast information, events, characters</li> <li>Give opinions, preferences, and reactions along with reasons</li> </ul>	<ul style="list-style-type: none"> <li>Create multiple-paragraph essays</li> <li>Justify ideas</li> <li>Produce content-related reports</li> <li>Use details/examples to support ideas</li> <li>Use transition words to create cohesive passages</li> <li>Compose intro/body/conclusion</li> <li>Paraphrase or summarize text</li> <li>Take notes (e.g., for research)</li> </ul>	<ul style="list-style-type: none"> <li>Create expository text to explain graphs/charts</li> <li>Produce research reports using multiple sources/citations</li> <li>Begin using analogies</li> <li>Critique literary essays or articles</li> </ul>	

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**WIDA** Can Do Descriptors: Grade Level Cluster 9-12

**WIDA**  
CONSORTIUM

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>LISTENING</b>	<ul style="list-style-type: none"> <li>Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally</li> <li>Match everyday oral information to pictures, diagrams, or photographs</li> <li>Group visuals by common traits named orally (e.g., "These are polygons.")</li> <li>Identify resources, places, products, figures from oral statements, and visuals</li> </ul>	<ul style="list-style-type: none"> <li>Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples</li> <li>Sort oral language statements according to time frames</li> <li>Sequence visuals according to oral directions</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate information in social and academic conversations</li> <li>Distinguish main ideas from supporting points in oral, content-related discourse</li> <li>Use learning strategies described orally</li> <li>Categorize content-based examples described orally</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between multiple meanings of oral words or phrases in social and academic contexts</li> <li>Analyze content-related tasks or assignments based on oral discourse</li> <li>Categorize examples of genres read aloud</li> <li>Compare traits based on visuals and oral descriptions using specific and some technical language</li> </ul>	<ul style="list-style-type: none"> <li>Interpret cause and effect scenarios from oral discourse</li> <li>Make inferences from oral discourse containing satire, sarcasm, or humor</li> <li>Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)</li> <li>Evaluate intent of speech and act accordingly</li> </ul>	
<b>SPAKING</b>	<ul style="list-style-type: none"> <li>Answer yes/no or choice questions within context of lessons or personal experiences</li> <li>Provide identifying information about self</li> <li>Name everyday objects and pre-taught vocabulary</li> <li>Repeat words, short phrases, memorized chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Describe persons, places, events, or objects</li> <li>Ask WH- questions to clarify meaning</li> <li>Give features of content-based material (e.g., time periods)</li> <li>Characterize issues, situations, regions shown in illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Suggest ways to resolve issues or pose solutions</li> <li>Compare/contrast features, traits, characteristics using general and some specific language</li> <li>Sequence processes, cycles, procedures, or events</li> <li>Conduct interviews or gather information through oral interaction</li> <li>Estimate, make predictions or pose hypotheses from models</li> </ul>	<ul style="list-style-type: none"> <li>Take a stance and use evidence to defend it</li> <li>Explain content-related issues and concepts</li> <li>Compare and contrast points of view</li> <li>Analyze and share pros and cons of choices</li> <li>Use and respond to gossip, slang, and idiomatic expressions</li> <li>Use speaking strategies (e.g., circumlocution)</li> </ul>	<ul style="list-style-type: none"> <li>Give multimedia oral presentations on grade-level material</li> <li>Engage in debates on content-related issues using technical language</li> <li>Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.")</li> <li>Negotiate meaning in pairs or group discussions</li> </ul>	

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.

## Can Do Descriptors: Grade Level Cluster 9-12



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>READING</b>	<ul style="list-style-type: none"> <li>Match visual representations to words/phrases</li> <li>Read everyday signs, symbols, schedules, and school-related words/phrases</li> <li>Respond to WH- questions related to illustrated text</li> <li>Use references (e.g., picture dictionaries, bilingual glossaries, technology)</li> </ul>	<ul style="list-style-type: none"> <li>Match data or information with its source or genre (e.g., description of element to its symbol on periodic table)</li> <li>Classify or organize information presented in visuals or graphs</li> <li>Follow multi-step instructions supported by visuals or data</li> <li>Match sentence-level descriptions to visual representations</li> <li>Compare content-related features in visuals and graphics</li> <li>Locate main ideas in a series of related sentences</li> </ul>	<ul style="list-style-type: none"> <li>Apply multiple meanings of words/phrases to social and academic contexts</li> <li>Identify topic sentences or main ideas and details in paragraphs</li> <li>Answer questions about explicit information in texts</li> <li>Differentiate between fact and opinion in text</li> <li>Order paragraphs or sequence information within paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast authors' points of view, characters, information, or events</li> <li>Interpret visually- or graphically-supported information</li> <li>Infer meaning from text</li> <li>Match cause to effect</li> <li>Evaluate usefulness of data or information supported visually or graphically</li> </ul>	<ul style="list-style-type: none"> <li>Interpret grade-level literature</li> <li>Synthesize grade-level expository text</li> <li>Draw conclusions from informational text</li> <li>Infer significance of data or information in grade-level material</li> <li>Identify evidence of bias and credibility of source</li> </ul>	
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Label content-related diagrams, pictures from word/phrase banks</li> <li>Provide personal information on forms read orally</li> <li>Produce short answer responses to oral questions with visual support</li> <li>Supply missing words in short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Make content-related lists of words, phrases, or expressions</li> <li>Take notes using graphic organizers or models</li> <li>Formulate yes/no, choice and WH- questions from models</li> <li>Correspond for social purposes (e.g., memos, e-mails, notes)</li> </ul>	<ul style="list-style-type: none"> <li>Complete reports from templates</li> <li>Compose short narrative and expository pieces</li> <li>Outline ideas and details using graphic organizers</li> <li>Compare and reflect on performance against criteria (e.g., rubrics)</li> </ul>	<ul style="list-style-type: none"> <li>Summarize content-related notes from lectures or text</li> <li>Revise work based on narrative or oral feedback</li> <li>Compose narrative and expository text for a variety of purposes</li> <li>Justify or defend ideas and opinions</li> <li>Produce content-related reports</li> </ul>	<ul style="list-style-type: none"> <li>Produce research reports from multiple sources</li> <li>Create original pieces that represent the use of a variety of genres and discourses</li> <li>Critique, peer-edit and make recommendations on others' writing from rubrics</li> <li>Explain, with details, phenomena, processes, procedures</li> </ul>	

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.

# A few Helpful Hints:

-Don't panic! It will work out in time.

-Be friendly. Try to make the student feel welcome and comfortable.

-Introduce him/her to a few others who might be good influences or peer tutors. Also, find out if other students in the class speak the same language as the new child. Though students should not be given the responsibility of translating everything or teaching the class content to new students, they can serve as resources for ensuring that pertinent instructions are understood.

-Speak to him/her. If the name is unfamiliar to you, ask for correct pronunciation. Ask about where he/she came from, age, family, etc., to get an idea of the student's communicative abilities.

-Many students are reluctant to speak at first. If this is the case, you might want to give the student some time before requiring him/her to read or answer in front of the class.

-After a few weeks (or even a few days) you should be better able to see what the child's language capabilities are and be able to make adjustments to instruction and/or assessment as needed.

-Remember to give ample time to copy notes, assignments, etc. A student may be unfamiliar with these sentences, words or even our alphabet. They may have to copy letter by letter rather than reading and copying an entire sentence.

-When delivering instruction to students with very limited English proficiency: Represent what you say with visuals.

Use short simple sentences with clear articulation.

Use gestures and facial expression.

Use high-frequency expressions.

Replace pronouns with nouns.

“When you think you've modeled enough, do it one more time!”

Hill & Flynn: Classroom Instruction That Works with ELLs.

# Stages of Acculturation

Some ELL students face the challenge of adapting to a new language and culture. They require a period of adjustment to get used to a new and often confusing way of doing things and expressing themselves. The following are four stages that students may pass through on their way to acculturation.

## **\*First stage:**

During this stage, ELLs are excited, almost euphoric, about being in their new country.

## **\*Second stage:**

In stage two, ELLs begin to feel the intrusion of strange ways and may begin to reject everything about the new culture. They may become defensive and angry, or depressed and insecure, and not understand why. They may begin to criticize or make fun of everything about their new culture.

## **\*Third stage:**

In the beginning of the third stage, ELLs may feel a sense of homelessness, knowing they cannot go back to his own country, but being unable to accept the new one wholeheartedly. Gradually, they begin to accept certain things, may gain a sense of humor about the new culture, but perhaps periodically drop back into the escape tactics of the second stage. Some never go beyond this third stage, but many do get over the “hump” and move into the fourth stage.

## **\*Fourth stage:**

The fourth stage represents near or full recovery and acceptance of, or at least adaptation to, the new culture and the person they have become in it. ELLs feel comfortable with both their old and new culture.

**ESOL Strategies, Adaptations and Accommodations**

**Student** \_\_\_\_\_ **ID#** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Other Language** \_\_\_\_\_

**Language Prof. Test Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Listening \_\_\_\_\_ Speaking \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_ Overall Level \_\_\_\_\_ **FSA-ELA Score** \_\_\_\_\_ **FSA-ELA Test Date** \_\_\_\_\_

The following adaptations and accommodations will be used during class instruction and assessments to ensure the student is receiving comprehensible instruction at an appropriate level according to student's level of English proficiency indicated above.

**Adaptations or Accommodations to assignments will include the following acceptable strategies:**

- |  |   |  |
|--|---|--|
| ___1. Use of pre-reading activities: bold type, captions, etc. | ___9. Incorporate visual aids                 | ___17. Limit content vocabulary to essential academic vocabulary |
| ___2. Activate prior knowledge, evoke student experiences      | ___10. Adapt material to student's level      | ___18. Work in pair, peer-tutoring                               |
| ___3. Preview content  | ___11. Guide students in locating information | ___19. Work in small groups                                      |
| ___4. Preview questions  | ___12. Provide study guides, notes            | ___20. Paraphrase, summarize information                         |
| ___5. Read key passages aloud                                  | ___13. Model expected outcomes                | ___21. Reduce amount or length of tasks                          |
| ___6. Use graphic organizers/student drawings                  | ___14. Read, repeat directions orally         | ___22. Allow extended time                                       |
| ___7. Highlight key information                                | ___15. Simplify directions: written & oral    | ___23. Use of bilingual dictionary or glossary                   |
| ___8. Use ELL text/supplemental material/L1                    | ___16. Reduce non-essential details           | ___24. Limited use of ESOL Paraprofessional                      |

Other: \_\_\_\_\_

**Adaptations or Accommodations to assessment will include the following acceptable strategies:**

- |                                       |   |   |
|---------------------------------------|---|---|
| ___25. Provide oral quizzes, tests    | ___31. Use alternate setting, test with<br>with ESOL teacher/para | ___36. Grade only what is finished if appropriate |
| ___26. Use practice tests             | ___32. Allow extended time  | ___37. Use of heritage language dictionary        |
| ___27. Provide study guides           | ___33. Use of drawing/pictures/visuals                            | ___38. Bilingual assistance                       |
| ___28. Teach/model test-taking skills | ___34. Test in smaller segments/shorter tests                     | ___39. Assess with portfolio or projects          |
| ___29. Reduce number of choices       | ___35. Retest for improvement (average grades)                    | ___40. Test individually                          |
| ___30. Use word bank                  |   | ___41. Alternate performance task/test format     |

Other: \_\_\_\_\_

**Specific FLDOE Mandated Test Accommodations for Statewide Standardized Testing, FSA, End-of-Course Exams, etc.:**

\_\_\_Flexible Setting    \_\_\_Flexible Scheduling    \_\_\_Heritage Language Assistance    \_\_\_Heritage Language to English Dictionary or Glossary

By adding my name below, I acknowledge receipt of this document and realize that I must provide appropriate strategies and accommodations during instruction and assessment of the ELL student named above. (Keep a copy of this sheet for your records and document strategies in your lesson plans.)

Teachers(s) \_\_\_\_\_