

2024-2025

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

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*”

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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 (Receives accommodations in Classroom and state and district exams)
LF	-A former ELL (LY)who has been exited from ESOL and is currently being monitored for 2 years (Receives accommodations on state and district exams)
LA	-A former ELL(LY) who has been monitored for 2 years asan(LF) and is currently being monitored informally for two final years per ESSA (No accommodations)
LZ	-A student whose LF/LA monitoring period of 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-A PT	-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

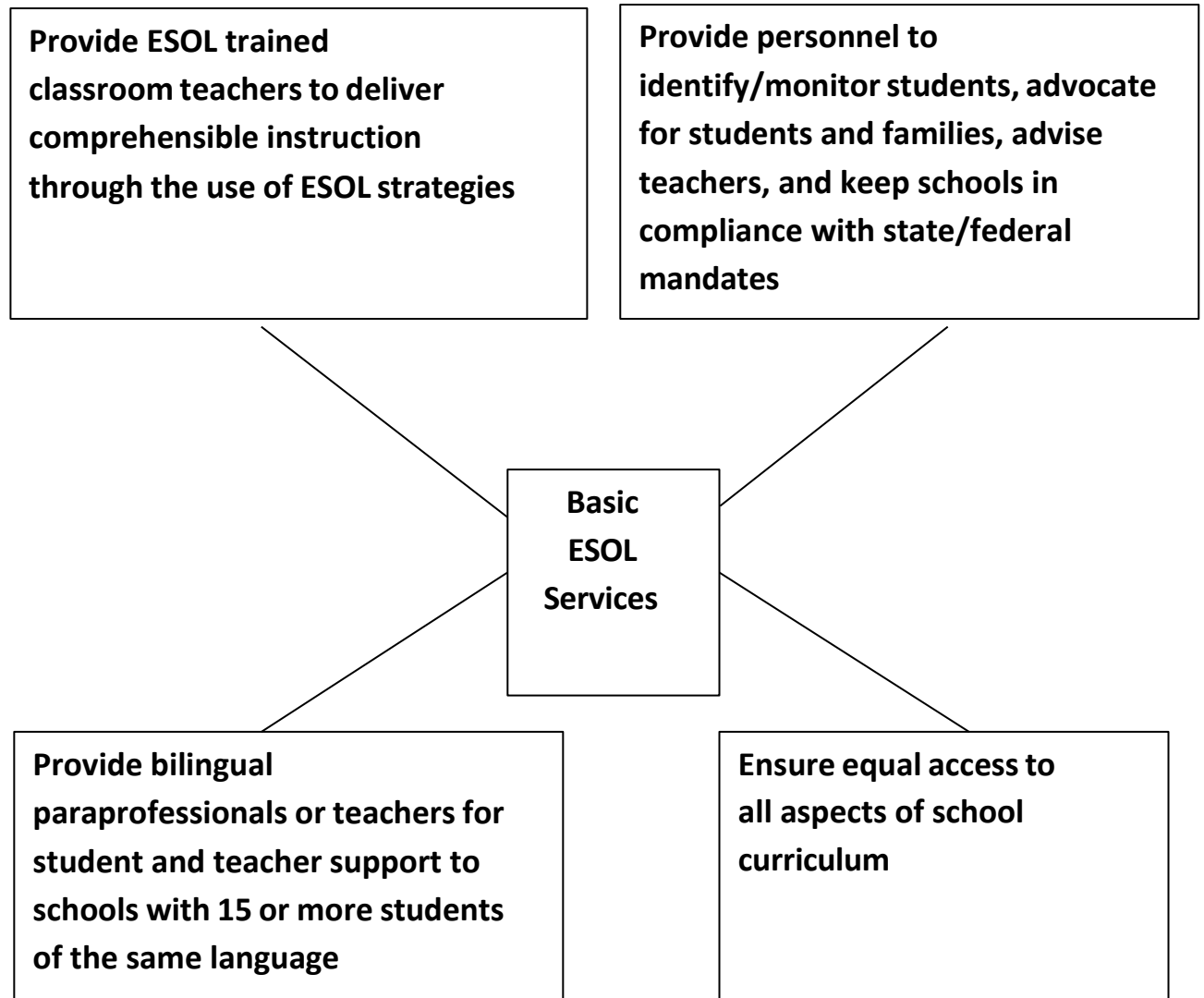
The District ELL Plan tells how a district implements the DOE-META Consent Decree which mandates the state of Florida in addressing these issues.



What is ESOL?

ESOL – English for Speakers of Other Languages

A collection of services is 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 are 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 FAST 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 FAST 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 FAST in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C., or a score on the 10th grade FAST 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 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.

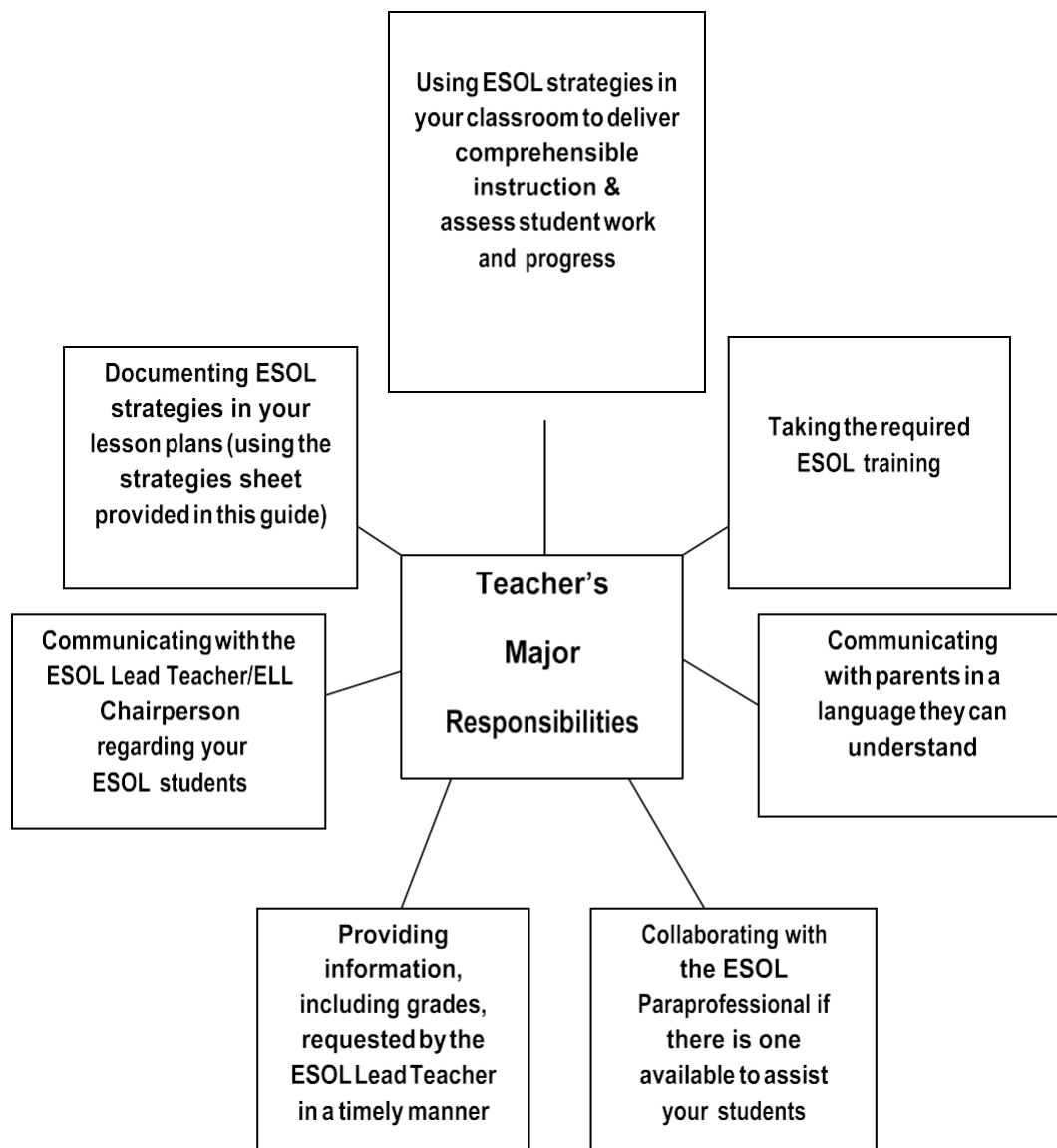
Unique situations and exceptions are handled individually through consideration of the ELL Committee. *Exit requirements are subject to change with new legislation.*

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. A student may need services from both departments and is guaranteed the right of access to them. 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?

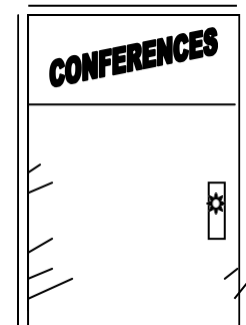


How do I document lesson plans?

Your legal documentation is your lesson plan 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 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?

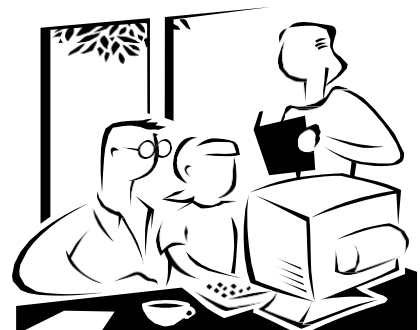
Schools with 15 or more ELL s of the same language must provide a bilingual paraprofessional or teacher to assist ELLs. The ESOL paraprofessional is assigned to assist ELLs primarily within the classroom. The paraprofessional gives support to whatever is happening in the classroom by providing clarification 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 work with small groups of ELLs using graphic organizers or other visuals where beneficial and re-enforcing your lessons. The Para provides 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 is not responsible for 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.

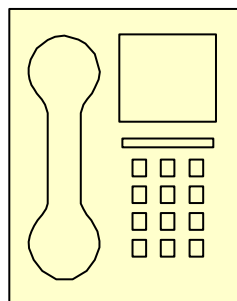
It is important that you work cooperatively and positively with the paraprofessional to have a successful collaboration. The Para should feel welcome in your room and should have time to prepare for upcoming lessons.



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.)
- Parent Square



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 must 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 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 and many other resources to support.

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 to provide informed instructional support. You can also search for research-based ESOL strategies that can easily be integrated into 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 Language Arts	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 Mathematics	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 Science	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 Social Studies	The language of Social Studies



Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none">• 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
5 Bridging	<ul style="list-style-type: none">• 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
4 Expanding	<ul style="list-style-type: none">• 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
3 Developing	<ul style="list-style-type: none">• 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
2 Beginning	<ul style="list-style-type: none">• 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
1 Entering	<ul style="list-style-type: none">• 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

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
<p style="text-align: center;">Level 6 - Reaching</p> <p>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.</p>			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

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
Level 6 - Reaching 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...			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas specific to particular content areas 	<ul style="list-style-type: none"> Compound and some complex grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content-area language and expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social, instructional and some content-related words and phrases

Kindergarten Can-Do Descriptors

LISTENING

Language Proficiency Level	Students	Process Recounts by:	Process Explanations by:	Process Arguments by:
Level 1 Entering		<ul style="list-style-type: none"> Pointing to pictures described orally in context (e.g., "the big dog") Finding familiar people, places, or objects named orally (e.g., "Where's a chair?") 	<ul style="list-style-type: none"> Identifying illustrated activities described orally Following modeled actions to show likes or dislikes (e.g., using "or" words and phrases, "read" or "write") 	<ul style="list-style-type: none"> Identifying personal choices (e.g., "Show me your favorite...") from different examples Classifying everyday objects by descriptive features (e.g., red ones, blue ones)
Level 2 Emerging		<ul style="list-style-type: none"> Responding with gestures to songs, chants, or stories modeled by teachers Matching familiar pictures, objects, or movements to oral statements (e.g., "Clap your hands.") 	<ul style="list-style-type: none"> Matching real-life objects to illustrations about their use based on oral statements Identifying people and places associated with everyday events described orally (e.g., "It is Monday. You are at school.") 	<ul style="list-style-type: none"> Discriminating between words and phrases related to personal choices (e.g., "The park or the zoo?") Identifying oral preferences stated by others (e.g., choosing pictures or objects)
Level 3 Developing		<ul style="list-style-type: none"> Acting out songs, chants, stories and poems with gestures as a whole group Following sequential language for oral directions one step at a time (e.g., "Walk to the door. Now, come to the circle.") 	<ul style="list-style-type: none"> Identifying language associated with features of objects or print (e.g., "Show me a word in the title.") Following peer-modeled oral commands with a partner 	<ul style="list-style-type: none"> Acting out opposites using gestures (e.g., through songs or chants) Responding nonverbally to show agreement or disagreement with opinions of others (e.g., thumbs up, thumbs down)
Level 4 Expanding		<ul style="list-style-type: none"> Role playing in response to illustrated stories read aloud Matching extended oral descriptions of content-related topics to illustrations or graphics (e.g., "The bright yellow ball is shining in the sky.") 	<ul style="list-style-type: none"> Drawing individual phases or steps to "how" questions (e.g., "How does a caterpillar change into a butterfly?") Pointing out illustrated details that match oral descriptions of cycles or procedures 	<ul style="list-style-type: none"> Drawing to make predictions from illustrated stories read aloud (e.g., "What happens next?") Classifying fact from fiction in oral discourse (e.g., through physical responses or sorting pictures)
Level 5 Bridging		<ul style="list-style-type: none"> Arranging content-related objects or illustrations according to oral discourse with a partner Making patterns from real objects or pictures based on detailed oral descriptions from a model (e.g., "Follow me. Put two blue crayons on your table. Then put two red crayons. Now put two more crayons of another color.") 	<ul style="list-style-type: none"> Identifying illustrations related to cause and effect from oral information Reenacting procedural information obtained from videos or other media (e.g., "Show me how to make day and night.") 	<ul style="list-style-type: none"> Agreeing or disagreeing with oral claims using gestures (e.g., "Tomorrow will be hotter than today.") Identifying reasons for choices in real life scenarios read aloud (e.g., by circling pictures)
Level 6 Reaching		<ul style="list-style-type: none"> Identifying drawings or other visual displays from elaborate descriptions with details Identifying detailed information in oral discourse or through multimedia 	<ul style="list-style-type: none"> Recognizing language related to scientific or mathematical processes Identifying patterns in procedures or natural phenomena in illustrated stories read aloud 	<ul style="list-style-type: none"> Interpreting which side to take and why from dialogs or short conversations Identifying details of stories or scenarios read aloud that represent different points of view

SPEAKING

Language Proficiency Level	Students	Recount by:	Explain by:	Argue by:
Level 1 Entering		<ul style="list-style-type: none"> Repeating words, simple phrases or expressions from familiar stories as a whole class Participating in group songs, chants, or poems using gestures or physical movement 	<ul style="list-style-type: none"> Identifying familiar objects used in everyday routines and activities with a partner (e.g., <i>in the home language and English</i>) Rehearsing and acting out key steps in procedures or classroom routines following models (e.g., <i>"Put away toys. Get in line."</i>) 	<ul style="list-style-type: none"> Stating personal likes from oral prompts (e.g., <i>sports, food, animals</i>) Naming choices from models (e.g., <i>"Apple or banana?"</i>)
Level 2 Emerging		<ul style="list-style-type: none"> Restating some language associated with illustrated short stories or informational text (e.g., <i>"I see." "I hear."</i>) Re-enacting various roles when interacting in pairs or in small groups 	<ul style="list-style-type: none"> Describing uses of everyday objects or roles of familiar people (e.g., <i>"Teacher reads."</i>) Stating attributes and classifying objects into illustrated categories to show how they go together (e.g., <i>shapes, colors, sizes</i>) 	<ul style="list-style-type: none"> Stating personal preferences (e.g., <i>"I like this."</i>) Agreeing or disagreeing with familiar questions (e.g., <i>"Are you ready?" "Yes I am."</i>)
Level 3 Developing		<ul style="list-style-type: none"> Retelling main events in short narrative stories to peers using pictures Describing attributes of familiar objects, people, and places 	<ul style="list-style-type: none"> Comparing sizes of familiar phenomena (e.g., <i>bigger than/ smaller than, longer/ wider</i>) Stating reasons for classroom routines or procedures with a partner (e.g., <i>expected behaviors</i>) 	<ul style="list-style-type: none"> Stating personal preferences or opinions (e.g., <i>"Recess is best."</i>) Predicting everyday situations or events from illustrations
Level 4 Expanding		<ul style="list-style-type: none"> Retelling familiar stories through a series of pictures Sharing personal stories or experiences with others (e.g., <i>in multiple languages</i>) 	<ul style="list-style-type: none"> Describing classroom routines (e.g., <i>putting away puzzles</i>) Comparing and contrasting placement of real-life objects and phenomena (e.g., <i>"on the table" v. "under the table"</i>) 	<ul style="list-style-type: none"> Expressing likes, dislikes, or preferences with reasons (e.g., <i>"I like ___ because ___."</i>) Giving reasons for classifying familiar objects with classmates (e.g., <i>in open sorts</i>)
Level 5 Bridging		<ul style="list-style-type: none"> Relating school-based content and personal experiences with peers and adults Rephrasing events from stories or information with a partner (e.g., <i>class rules or routines</i>) 	<ul style="list-style-type: none"> Providing details related to classroom activities and tasks in small groups (e.g., <i>how we work together</i>) Describing steps in familiar cycles and processes (e.g., <i>getting in a circle to play a game</i>) 	<ul style="list-style-type: none"> Offering personal opinions about content-related ideas in small groups Giving reasons for content-related information when modeled (e.g., <i>"These animals go together because they have spots."</i>)
Level 6 Reaching		<ul style="list-style-type: none"> Retelling familiar stories, including key details with prompting and support Describing details about characters, settings, and major events in illustrated stories with prompting and support 	<ul style="list-style-type: none"> Comparing two objects using measurable attributes (e.g., <i>"The table is higher than the chair."</i>) Describing the causes or effects of different phenomena based on observations and experiences (e.g., <i>pull/push, sink/float</i>) 	<ul style="list-style-type: none"> Agreeing or disagreeing with reasons for categorizing content-related information with a partner Stating personal opinions with justification for content-related ideas or topics

ORAL LANGUAGE

Language Proficiency Level	Students	Discuss by:
Level 1 1 Entering		<ul style="list-style-type: none"> • Attending to the speaker to demonstrate understanding • Following routines, chants, and songs
Level 2 2 Emerging		<ul style="list-style-type: none"> • Addressing others according to relationship (<i>e.g., student-student, student-teacher</i>) • Participating in exchanges between peers (<i>e.g., thumb buddies, turn and talk</i>)
Level 3 3 Developing		<ul style="list-style-type: none"> • Working together collaboratively (<i>e.g., taking turns, listening to others</i>) • Using language and body movement to include others in conversations
Level 4 4 Expanding		<ul style="list-style-type: none"> • Proposing ideas to contribute to conversations • Asking questions to request clarification
Level 5 5 Bridging		<ul style="list-style-type: none"> • Asking questions to extend conversations • Demonstrating active listening to show respect to the speaker
Level 6 6 Reaching		<ul style="list-style-type: none"> • Sustaining conversations on a topic • Building on comments/ responses of others

READING

Language Proficiency Level	Students	Process Recounts by:	Process Explanations by:	Process Arguments by:
Level 1 Entering		<ul style="list-style-type: none"> Matching icons and symbols to corresponding pictures Identifying labeled real-life classroom objects (<i>e.g., tables, books, door</i>) 	<ul style="list-style-type: none"> Matching illustrations with modeled language with a partner Identifying steps in procedures from illustrations and icons (<i>e.g., "It goes up. It comes down."</i>) 	<ul style="list-style-type: none"> Pointing to labeled pictures or objects of personal preferences Matching illustrations to words of personal interest as modeled
Level 2 Emerging		<ul style="list-style-type: none"> Reproducing content-related information in oral text through drawings Acting out familiar rhymes from text read aloud or chanted in small groups 	<ul style="list-style-type: none"> Identifying illustrated words or icons to show why (<i>e.g., in play-based activities</i>) Following illustrated directions with a peer (<i>e.g., to form shapes or patterns</i>) 	<ul style="list-style-type: none"> Classifying labeled pictures of personal choices from stories according to different character traits Making choices from illustrated descriptions read aloud and sharing with peers (<i>e.g., based on "or" phrases</i>)
Level 3 Developing		<ul style="list-style-type: none"> Identifying familiar words in context (<i>e.g., in Big Books or wall charts</i>) in small groups Recognizing persons and settings in illustrated text read aloud 	<ul style="list-style-type: none"> Pointing out causes or motives in illustrated stories read aloud Showing relationships depicted in informational text with real-life objects (<i>e.g., "5 is more than 3."</i>) 	<ul style="list-style-type: none"> Predicting next steps, actions, or events in informational text and stories read aloud (<i>e.g., by pointing to pictures</i>) Indicating agreement or disagreement with authors' points of view of text read aloud with a partner
Level 4 Expanding		<ul style="list-style-type: none"> Identifying words in picture dictionaries (<i>e.g., in multiple languages</i>) Recognizing common types of text (<i>e.g., storybooks, poems</i>) read aloud 	<ul style="list-style-type: none"> Demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures (<i>e.g., "the big tall giraffe and the teeny tiny mouse"</i>) Classifying how to resolve situations faced by characters or in content-related text using graphic organizers 	<ul style="list-style-type: none"> Interpreting pictures in informational text as true or false in small groups Comparing choices of different characters in illustrated text read aloud (<i>e.g., using T charts</i>)
Level 5 Bridging		<ul style="list-style-type: none"> Ordering words to form short sentences from oral models (<i>e.g., using pocket charts, cards</i>) Identifying language related to spatial relations (<i>e.g., in front of, next to, in between</i>) 	<ul style="list-style-type: none"> Matching familiar descriptive phrases to objects or illustrations with a partner (<i>e.g., steps in morning routines</i>) Comparing how to do something in different ways from illustrated stories (<i>e.g., making fruit salad</i>) 	<ul style="list-style-type: none"> Evaluating situations in picture books and matching them to related reasons for choices Agreeing or disagreeing with actions of characters in illustrated text read aloud
Level 6 Reaching		<ul style="list-style-type: none"> Identifying major events in stories with prompting and support Identifying main ideas and details in common types of illustrated text (<i>e.g., trade books, rhymes</i>) 	<ul style="list-style-type: none"> Drawing sketches or models to show how to solve problems read from illustrated informational text Locating descriptive language related to "how" or "why" in illustrated text in small groups 	<ul style="list-style-type: none"> Identifying different points of view from illustrated text with prompting and support Identifying similarities in and differences between two texts on the same topic (<i>e.g., pasting or matching words found in both sources</i>)

CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: KINDERGARTEN

By the end of each of the English language proficiency levels 1-5 English language learners can...

WRITING

Language Proficiency Level	Students	Recount by:	Explain by:	Argue by:
Level 1 Entering		<ul style="list-style-type: none"> Dictating personal information scribed by adults (e.g., about self and family members) Reproducing icons or environmental print related to self from models 	<ul style="list-style-type: none"> Describing familiar routines by drawing pictures and dictating to adults (e.g., in one or more languages) Drawing what comes next (e.g., in stories or experiments) 	<ul style="list-style-type: none"> Illustrating likes or dislikes from real-life objects or pictures Drawing or making collages about personal interests or content-related topics in small groups
Level 2 Emerging		<ul style="list-style-type: none"> Reproducing symbols, numbers, and illustrated words from models in context Drawing and labeling familiar people, objects, or events from models (e.g., word walls, posters, cards) 	<ul style="list-style-type: none"> Connecting oral language to print (e.g., through language experience) Reproducing labeled pictures or photographs to describe processes or procedures (e.g., producing an album) 	<ul style="list-style-type: none"> Drawing and reproducing words about preferences (e.g., from charts or posters) Stating personal choices from models (e.g., labeling photos or drawings of self)
Level 3 Developing		<ul style="list-style-type: none"> Reproducing familiar words from labeled models or illustrations (e.g., labeled dioramas) Restating facts about personal experiences shared with classmates (e.g., through illustrated text) 	<ul style="list-style-type: none"> Describing familiar events or phenomena using sentence starters and drawings Identifying self as an author through pictures and invented words (e.g., by keeping a journal) 	<ul style="list-style-type: none"> Agreeing or disagreeing with choices (e.g., producing "yes" or "no") from models Completing text about personal opinions on different topics (e.g., "I like ____.")
Level 4 Expanding		<ul style="list-style-type: none"> Producing familiar words and phrases from environmental print and illustrated text Drawing and describing different parts of stories, personal experiences, or events (e.g., written conversations) with a peer 	<ul style="list-style-type: none"> Describing how to do something through a sequence of pictures and words Composing group drafts on different processes based on oral input or experiences modeled by teachers 	<ul style="list-style-type: none"> Producing statements about choices using different models as examples (e.g., "I want to ____.") Building short sentences from personal preferences using pictures or photos with partners
Level 5 Bridging		<ul style="list-style-type: none"> Describing everyday experiences using illustrated phrases and short sentences Producing illustrated stories about self or family (e.g., using one or more languages) 	<ul style="list-style-type: none"> Describing uses of tools or objects with a peer (e.g., from illustrated phrase walls) Sequencing content-related processes by drawing and describing objects (e.g., from seeds to plants) 	<ul style="list-style-type: none"> Making requests to indicate preferences (e.g., "Can I have ...?") Listing reasons for content-related choices with guidance and support (e.g., "Why do you like number 5?")
Level 6 Reaching		<ul style="list-style-type: none"> Stating information to answer modeled questions about experiences with guidance Using new words and phrases acquired through conversations or oral reading in short illustrated sentences 	<ul style="list-style-type: none"> Stating steps of familiar routines or events by drawing, dictating, and writing Responding to "how" questions and suggestions from peers, with guidance from adults, to add details to text 	<ul style="list-style-type: none"> Composing opinion pieces using content-related language with prompting and support Making claims using content-related language about topics or books (e.g., dictated to adults)

The WIDA Can Do Descriptors, Key Uses Edition provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards:

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

The WIDA Can Do Descriptors, Key Uses Edition can help....

- Differentiate curriculum, instruction, and assessments designed in English based on language learners' levels of English language proficiency
- Collaborate and engage in instructional conversations about the academic success of language learners in English environments
- Advocate for equitable access to content for language learners based on their level of language proficiency

Generously created for WIDA by **Becky Linderholm**
Eau Claire Area School District

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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
LISTENING	<ul style="list-style-type: none"> 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.") 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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") 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.



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

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

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

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

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	
READING	<ul style="list-style-type: none"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH- questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source 	Level 6 - Reaching
WRITING	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrase banks Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 	<ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from models Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourses Critique, peer-edit and make recommendations on others' writing from rubrics Explain, with details, phenomena, processes, procedures 	

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 adjust 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 expressions.

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 their 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.

Strategies, Adaptations, and Accommodations Form

Hernando County ESOL Program

School:

Date:

ESOL Strategies, Adaptations and Accommodations

Student _____ ID# _____ Grade _____ Other Language _____

Language Proficiency Test Name _____ Date _____

Listening _____ Speaking _____ Reading _____ Writing _____ Overall Level _____ FAST-ELA Score: SS _____ Level _____ FAST-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
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, FAST, 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): _____