**Can Do Level 1  
Entering**

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| **Student Learning Characteristics:**   * Understands very little English * Stage lasts 6 months to one year, typically * May not talk at all; “silent period” * Is learning to understand basic conversation and instructions such as “hello, how are you, sit down, lineup, color. * Is beginning to speak in one and two word phrases * May have cultural conflicts or misunderstanding | **Questioning Techniques:**   * Ask yes or no questions (i.e. “Is this a...?”, “Does this...?) * Use “point to”, “circle”, “find”, “show me”, “draw”, “match” * Ask student to categorize objects |
| **Specific Teaching Strategies:**   * Teach basic survival English, such as “bathroom”, “lunch”, “home” * Help the student to learn the classroom and school routines * Use visuals, such as pictures, gestures and pointing * Create “I need” cards for student to hold up when he or she needs something * Use a student buddy, if possible someone with the same language * Label objects around the room and around the school in English and other languages * Provide books and audiobooks with patterned sentence structure and pictures * Provide books and audiobooks in native language * Use bilingual picture dictionary and have student create personal illustrated dictionaries * Be patient, give the student a few weeks or months to adjust | |

Developed by the Connecticut RESC Alliance (2009)

**Can Do Level 2  
Beginning**

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| **Student Learning Characteristics:**   * Understands most basic directions * Can respond with one or two word answers * Stage lasts 6 months to one year, typically * Uses English vocabulary that is still very limited * Probably understands more than he/she can express * May have cultural conflicts or misunderstandings | **Questioning Techniques:**   * Ask literal questions – who, when, where, what * Ask questions with 1- 3 word answers * Ask questions with an either/or option * Ask student to list, name, tell which, categorize, draw, label, create |
| **Specific Teaching Strategies:**   * Use a student buddy, if possible someone with the same language * Teach explicit phonemic awareness, phonic rules and skills * Label objects around the room and around the school in English and other languages * Provide books and audiobooks with patterned sentence structure and pictures * Provide books and audiobooks in native language * Use bilingual picture dictionary and have student create personal illustrated dictionaries * Corrections for grammar and spelling can be done after the student has finished their writing * Provide modified or shortened text for reading assignments * Give the student a picture story without words and provide him/her with some basic vocabulary that goes with the story. Then ask the student to write a sentence or so to describe each picture to make a written story. * Provide sentence and answer frames | |

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**Can Do Level 1  
Entering**

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| **DOK Level 1 (Recall) Potential Learning Tasks for ELLs:** \*May be used with students in *Can Do* *levels 2-5* to scaffold students’ learning   * Cut out/draw a picture that illustrates an event, process, or story * Match objects or words with story characters, events * Represent math relationships using manipulatives, words, pictures, or symbols * Compose a list of key words you know about ... to show. * Complete routing calculation and measurement tasks involving one step at a time * Memorize, reproduce math facts * Recognize, locate, or retrieve basic facts, details, or ideas * Label, reproduce, or locate information in a diagram/picture/map * Brainstorm words/ideas related to a topic/concept * Describe/explain/locate who, what, where, when * Complete/fill in sentence frames; write complete sentences * Word analysis (break words into their parts; build new words) * Keep a vocabulary journal; identify nouns, verbs, synonyms, etc. * Locate or retrieve information in verbatim form * Memorize lines in a play or poem * Explain/show/act out how to perform a particular task * Decode/sound out words; read orally |

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**Can Do Level 2  
Beginning**

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| **DOK Level 2 (Skills/Concepts) Potential Learning Tasks for ELLs (*with Support*):** \*May be used with students in *Can Do* *levels 3-5* to scaffold students’ learning   * Complete/create a timeline/make a chart/prepare a flow chart illustrating a sequence or connections * Make a cartoon strip to show sequence of a process or story line * Use a concept map to show a process or describe a topic/word; organize information in a story map * Make a puzzle or game about a topic * Make a model based on criteria provided to show how something works * Classify objects according to different properties with explanation of reasoning * Develop a flow chart that shows interactions/connections * Summarize a piece of text or event * Take or organize notes * Write journal or learning log entries (using first or second language) * Explain the meaning of a concept using words, actions, objects, and/or visuals * Fill in compare/contrast graphic organizer such as Venn diagram * Complete multi-step calculations/collect, organize, and display data * Create a PowerPoint with the purpose to inform, summarize * Write a paragraph applying basic structures or templates * Make and record observations * Identify signal words and structures in a text that indicate cause/effect, compare/contrast, problem/solution * Extend a pattern; apply or use formulas * Explain steps followed (math/science); keep a science log |

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**Can Do Level 3  
Developing**

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| **Student Learning Characteristics:**   * Understands most *conversational* English vocabulary, but not necessarily *academic* vocabulary * Speaks in simple sentences and has some incorrect grammar usage * Stage lasts 1-3 years, typically * May not understand spoken or written English with complicated sentence patterns * May not understand many idioms and homonyms * May not grasp underlying meanings in a story because of vocabulary | **Questioning Techniques:**   * Ask how and why questions * Check for understanding by asking student to tell you what something means * Check for understanding by asking student to explain the assignment to you * Ask student to tell about, describe, explain * Ask student to explain similarities and differences |
| **Specific Teaching Strategies:**   * Use bilingual picture dictionary * Teach explicit phonemic awareness, phonic rules and skills through all grade levels * Encourage student to use full sentences * Make modifications to assignments and tests, so the student will not be overwhelmed * Provide modified or shortened text * Provide student with content learning objectives with simple language * Explain idioms and homonyms * Help with writing skills, especially grammatical structure * Provide sentence frames showing use of transition words | |

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**Can Do Levels 4 & 5  
Expanding & Bridging**

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| **Student Learning Characteristics:**   * Speaks in fluent sentences using standard grammar * May have difficulty understanding content-area materials where a high degree of literacy is required * Has limited understanding of less commonly used words and idioms and homonyms * May have reading and writing skills below those of native English speaking students * May not grasp underlying subtle meanings in a story because of vocabulary * Stage 4 lasts 3-5 years, typically * Stage 5 lasts 5-7 years, Typically | **Questioning Techniques:**   * Ask how and why questions * Check for understanding by asking student to tell you what something means * Ask student to tell about, describe, explain * Ask student to explain similarities and differences * Ask student to tell “What would happen if ...?”; * “Tell me as much as you can about ...”, “Why do you think ...?”; “What would you recommend ...?” * Decide if… |
| **Specific Teaching Strategies:**   * Continue to make modifications to assignments and tests, if necessary * Check for understanding of *academic* vocabulary * Give the student a list of target words for each unit of study * Help with writing skills. They will need assistance with self-editing, especially syntax and word usage * Encourage use of English-English dictionary as well as a bilingual dictionary to expand vocabulary * Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) * Since parents may not be able to help with homework, encourage student to get help at school, i.e. peer tutoring | |

Developed by the Connecticut RESC Alliance (2009)

**Can Do Level 3  
Developing**

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| **DOK Level 3 (Strategic Thinking) Potential Learning Tasks for ELLs:** \*May be used with students in *Can Do* *levels 4-5* to scaffold students’ learning   * Answer open-ended questions, supporting ideas with examples/citing evidence * Write a multi-paragraph report/essay/PowerPoint about an area of study using appropriate voice for purpose and audience * Prepare and conduct a debate; propose solutions * Write a persuasive speech arguing for/against with claim, evidence and conclusion * Write a letter to ... about change needed, specifying reason and including supporting evidence * Apply a concept in other contexts * Solve complex calculation problems that draw on multiple processes * Analyze data to create charts, tables, and graphs to convey complex information * Examine theme, tone, or plots/subplots in print and non-print/multimedia text * Conduct designed experiments; Draw conclusions based on observations/data * Support inference, interpretation, or conclusion with evidence from the text * Devise and approach among many, given alternatives to conduct/present project * Solve non-routine mathematics problems * Support ideas with details and examples * Generate charts/graphs/tables that explain data in different ways * Design surveys or questionnaires to gather and analyze information collected * Evaluate relevancy, accuracy, and completeness of class projects, using specific criteria/rubric * Create a video, a new game, a blog, a new menu, a multi-level presentation, a play * Write a jingle, a newspaper article, a story, a song/poem, a review to … for … |

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**Can Do Levels 4 & 5  
Expanding & Bridging**

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| **DOK Level 4 (Strategic Thinking) Potential Learning Tasks for ELLs:** \* May be used with students at *Can DO level 3* with support   * Synthesize and analyze information across multiple sources or texts * Select or devise an approach among many alternatives to research and solve a problem * Investigate a real-world problem with unpredictable outcomes and propose a solution; Create the judgment or policy-based argument to support a claim * Design a mathematical model to inform and solve a practical or abstract problem * Develop a novel way to. * Use criteria to evaluate relevancy, accuracy, and completeness of information from multiple sources * Illustrate how multiple themes (historical, geographic, social) are interrelated * Write informed opinions/write different types of argument essays * Take multiple perspectives on a topic, issue, etc. * Develop generalizations of the results obtained and the strategies used (from investigations and readings) and apply them to a new problem * Explain how concepts or ideas specifically relate to other content area, other domains, or concepts * Examine and explain alternative perspectives across a variety of sources * Write an analysis of two selections, identifying the common theme and providing evidence for the stated Conclusion * Use data from a complex experiment that is novel to the student, to deduce the fundamental relationship between several controlled variables |

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