**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
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| **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
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**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
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| **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
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| **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…
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| **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
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**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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