**Grade: 1st- 2nd**

**WIDA Level:**

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|  | **Level 1 Entering** | **Level 2****Beginning** | **Level 3 Developing** | **Level 4****Expanding** | **Level 5****Bridging**  |  |
| **L****I****S****T****E****N****I****N****G** | ***The student can:**** 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.”)
 | ***The student can:**** 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
 | ***The student can:**** 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
 | ***The student can:**** 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
 | ***The student can:*** * 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
 | **L****E****V****E****L****6****R****E****A****C****H****I****N****G** |
| **S****P****E****A****K****I****N****G** | ***The student can:**** 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
 | ***The student can:*** * 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”)
 | ***The student can:*** * 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 vs. float)
* Make predictions or hypotheses
* Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)
 | ***The student can:**** 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
 | ***The student can:**** 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
 | **L****E****V****E****L****6****R****E****A****C****H****I****N****G** |
|  | **Level 1 Entering** | **Level 2****Beginning** | **Level 3 Developing** | **Level 4****Expanding** | **Level 5****Bridging**  |  |
| **R****E****A****D****I****N****G** | ***The student can:**** Identify symbols, icons, and environmental print
* Connect print to visuals
* Match real-life familiar objects to labels
* Follow directions using diagrams or pictures
 | ***The student can:*** * 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
 | ***The student can:*** * 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
 | ***The student can:*** * 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
 | ***The student can:**** 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”)
 | **L****E****V****E****L****6****R****E****A****C****H****I****N****G** |
| **W****R****I****T****I****N****G** | ***The student can:**** 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
 | ***The student can:**** 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
 | ***The student can:**** 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
 | ***The student can:**** 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
 | ***The student can:**** Create a related series of sentences in response to prompts
* Produce content related sentences
* Compose stories
* Explain processes or procedures using connected sentences
 | **L****E****V****E****L****6****R****E****A****C****H****I****N****G** |