



First Grade "I Can" Statement for ELD Checklist

I Can statement for ELD Checklist		
Directions for completing the ELD Checklists: <ul style="list-style-type: none"> • Use the "I can" statements below to complete the ELD Checklists. • Determine an overall proficiency level for ELD Part I and Part II on the ELD Checklist form. • File completed ELD Checklists into student cumulative folder at the end of the school year. 		Student Name: Teacher Name:
Emerging (Beginning-Early Intermediate)	Expanding (Intermediate)	Bridging (Early Advanced-Advanced)
<u>Collaborative</u> ____1. Can ask and answer yes/no and wh-questions and respond using gestures, words, and simple phrases. ____2. Can work with the teacher and peers on projects that include minimal writing, using technology where appropriate. ____3. Can offer opinions and ideas in conversations using learned phrases, as well as open responses. ____4. (No standard for first grade)	<u>Collaborative</u> ____1. Can contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. ____2. Can work with peers on writing projects of informational texts and stories and use technology where appropriate. ____3. Can offer opinions and negotiate with others or persuade others in conversations, using a set of learned phrases, as well as open responses. ____4. (No standard for first grade)	<u>Collaborative</u> ____1. Can contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions ____2. Can work with peers on joint writing projects of informational texts and stories using technology where appropriate. ____3. Can offer opinions in and negotiate with others in conversations using an expanded set of learned phrases, as well as open responses, or add information to an idea. ____4. (No standard for first grade)
<u>Interpretive</u> ____5. Can listen to read-alouds and oral presentations and ask and answer yes/no and wh- questions using sentence frames. ____6. Can describe ideas and text elements based on understanding of texts and multimedia with support. ____7. Can describe the language author uses to present an idea with prompting and support. ____8. Can distinguish how two different frequently used words produce a different effect.	<u>Interpretive</u> ____5. Can actively listen to read-alouds and oral presentations and ask and answer questions with sentence frames and some prompting. ____6. Can describe ideas and text elements in detail based on grade-level texts and multimedia with some support. ____7. Can describe the language an author uses to present an idea with prompting and some support. ____8. Can distinguish how two different words with similar meaning can make shades of meaning.	<u>Interpretive</u> ____5. Can actively listen to read-alouds and oral presentations by asking and answering detailed questions with little prompting and support. ____6. Can describe ideas and text elements using key details based on grade-level texts and multimedia with little support. . ____7. Can describe the language an author uses to present or support Idea with prompting and little support. ____8. Can distinguish how multiple different words with similar meaning can make shades of meaning.
<u>Productive</u> ____9. Can plan and deliver very short presentations. ____10. Can write very short stories and informational texts using vocabulary shared in activities with an adult, with peers and sometimes independently. ____11. Offer opinions and provide good reasons referring to the text or relevant background knowledge. ____12. A. Retell texts and recount experiences, using key words. B. Use select number of general academic and domain-specific words to add detail while speaking and writing.	<u>Productive</u> ____9. Can plan and deliver short presentations on many topics. ____10. Can write short stories and informational texts with an adult, peers and somewhat independently. ____11. Offer opinions and provide good reasons and some textual evidence or relevant background knowledge. ____12. A. Retell texts and recount experiences, using complete sentences and key words. B. Use a growing number of general academic and domain-specific words to add detail, create an effect.	<u>Productive</u> ____9. Can plan and deliver longer presentation on many topics in different areas. ____10. Can write longer detailed stories and informational texts with an adult, peers and independently. ____11. Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge. ____12. A. Retell texts and recount experiences, using increasingly detailed complete sentences and key words. B. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.