



Third Grade "I Can" Statement for ELD Checklist

I Can statement for ELD Checklist

Directions for completing the ELD Checklists:

- 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)
<p><u>Collaborative</u></p> <p>____1. Can ask and answer yes/no and wh-questions and respond using short phrases. ____2. Can work with peers on writing projects of short informational texts and stories using technology where appropriate. ____3. Can offer opinions and negotiate with others in conversations using learned phrases, as well as open responses. ____4. Can recognize that language choices vary according to social settings with support from peers or adults.</p>	<p><u>Collaborative</u></p> <p>____1. Can contribute to class, group, and partner discussions by speaking, following turn-taking rules, and asking and answering questions. ____2. Can work with peers on writing projects of longer informational texts and stories and use technology where appropriate. ____3. Can offer opinions and negotiate with others in conversations using a set of learned phrases, as well as open responses. ____4. Can adjust language choices according to purposes, social settings, and audience with some support from peers or adults.</p>	<p><u>Collaborative</u></p> <p>____1. Can contribute to class, group, and partner discussions by speaking, following turn-taking rules, and asking and answering questions, building on responses and providing feedback. ____2. Can work with peers on joint writing projects of longer informational texts and stories using technology where appropriate. ____3. Can offer opinions and negotiate with others in conversations using a large set of learned phrases, as well as open responses. ____4. Can adjust language choices according to purposes, task, and audiences with little support from peers or adults.</p>
<p><u>Interpretive</u></p> <p>____5. Can listen to read-alouds and oral presentations by asking and answering basic questions with support. ____6. Can describe ideas and text elements based on understanding of grade-level texts and multimedia with support. ____7. Can describe the language writers or speakers use to present an idea with prompting and support. ____8. Can distinguish how different words produce different effects.</p>	<p><u>Interpretive</u></p> <p>____5. Can actively listen to read-alouds and oral presentations by asking and answering questions with occasional prompting and some support. ____6. Can describe ideas and text elements in greater detail based on grade-level texts and multimedia with some support. ____7. Can describe the language writers or speakers use to present an idea with prompting and some support. ____8. Can distinguish how two different words with similar meaning can make shades of meaning and produce different effects.</p>	<p><u>Interpretive</u></p> <p>____5. Can actively listen to read-alouds and oral presentations by asking and answering detailed questions with little prompting. ____6. Can describe ideas and text elements using key details based on grade-level texts and multimedia with little support. ____7. Can describe how well a writer or speaker the language to support or present an idea with little support. ____8. Can distinguish how multiple different words with similar meaning can make shades of meaning and produce different effects.</p>
<p><u>Productive</u></p> <p>____9. Can plan and deliver very short presentations. ____10. Can write short stories and informational texts with an adult, peers, and sometimes independently. Can restate texts and experiences using key words. ____11. Can support opinions by providing reasons, and some evidence or background knowledge. ____12. Can use few general academic words when speaking and writing.</p>	<p><u>Productive</u></p> <p>____9. Can plan and deliver short presentations on many topics and content areas. ____10. Can write longer stories and informational texts with an adult and peers independently. Can restate text and experiences with complete sentences and key words. ____11. Can support opinions by providing reasons and text evidence or background knowledge. ____12. Can use general academic words to add detail while speaking and writing.</p>	<p><u>Productive</u></p> <p>____9. Can plan and deliver longer presentation on many topics in different content areas. ____10. Can write longer detailed stories and stories and informational texts with an adult or independently. Can restate text and experiences using detailed complete sentences and key words. ____11. Can support opinions or persuade others by providing reasons and text evidence or background knowledge. ____12. Can use a wide variety of academic words, synonyms and antonyms to add detail while speaking and writing.</p>