**Grade: 6th-8th**

**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 one-step oral commands/instructions
* Match social language to visual/graphic displays
* Identify objects, people, or places from oral statements/ questions using gestures (e.g., pointing)
* Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)
 | ***The student can:**** Follow multi-step oral commands/instructions
* Classify/sort content related visuals per oral descriptions
* Sequence visuals per oral directions
* Identify information on charts or tables based on oral statements
 | ***The student can:**** Categorize content based examples from oral directions
* Match main ideas of familiar text read aloud to visuals
* Use learning strategies described orally
* Identify everyday examples of content based concepts described orally
* Associate oral language with different time frames (e.g., past, present, future)
 | ***The student can:**** Identify main ideas and details of oral discourse
* Complete content related tasks or assignments based on oral discourse
* Apply learning strategies to new situations
* Role play, dramatize, or re-enact scenarios from oral reading
 | ***The student can:*** * Use oral information to accomplish grade-level tasks
* Evaluate intent of speech and act accordingly
* Make inferences from grade-level text read aloud
* Discriminate among multiple genres read orally
 | **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:**** Answer yes/no and choice questions
* Begin to use general and high frequency vocabulary
* Repeat words, short phrases, memorized chunks
* Answer select WH questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences
 | ***The student can:*** * Convey content through high frequency words/phrases
* State big/main ideas of classroom conversation
* Describe situations from modeled sentences
* Describe routines and everyday events
* Express everyday needs and wants
* Communicate in social situations
* Make requests
 | ***The student can:*** * Begin to express time through multiple tenses
* Retell/rephrase ideas from speech
* Give brief oral content based presentations
* State opinions
* Connect ideas in discourse using transitions (e.g., “but,” “then”)
* Use different registers inside and outside of class
* State big/main ideas with some supporting details
* Ask for clarification (e.g., self-monitor
 | ***The student can:**** Paraphrase and summarize ideas presented orally
* Defend a point of view
* Explain outcomes
* Explain and compare content-based concepts
* Connect ideas with supporting details/ evidence
* Substantiate opinions with reasons and evidence
 | ***The student can:**** Defend a point of view and give reasons
* Use and explain metaphors and similes
* Communicate with fluency in social and academic contexts
* Negotiate meaning in group discussions
* Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)
 | **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:**** Associate letters with sounds and objects
* Match content–related objects/pictures to words
* Identify common symbols, signs, and words
* Recognize concepts of print
* Find single word responses to WH questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text
* Use picture dictionaries/ illustrated glossaries
 | ***The student can:*** * Sequence illustrated text of fictional and nonfictional events
* Locate main ideas in a series of simple sentences
* Find information from text structure (e.g., titles, graphs, glossary)
* Follow text read aloud (e.g., tapes, teacher, paired-readings)
* Sort/group pre-taught words/phrases
* Use pre-taught vocabulary (e.g., word banks) to complete simple sentences
* Use L1 to support L2 (e.g., cognates)
* Use bilingual dictionaries and glossaries
 | ***The student can:*** * Identify topic sentences,main ideas, and details in paragraphs
* Identify multiple meanings of words in context (e.g., “cell,” “table”)
* Use context clues
* Make predictions based on illustrated text
* Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”)
* Differentiate between fact and opinion
* Answer questions about explicit information in texts
* Use English dictionaries and glossaries
 | ***The student can:*** * Order paragraphs
* Identify summaries of passages
* Identify figurative language (e.g., “dark as night”)
* Interpret adapted classics or modified text
* Match cause to effect
* Identify specific language of different genres and informational texts
* Use an array of strategies (e.g., skim and scan for information)
 | ***The student can:**** Differentiate and apply multiple meanings of words/phrases
* Apply strategies to new situations
* Infer meaning from modified grade-level text
* Critique material and support argument
* Sort grade-level text by genre
 | **L****E****V****E****L****6****R****E****A****C****H****I****N****G** |
| **W****R****I****T****I****N****G** | ***The student can:**** Draw content-related pictures
* Produce high frequency words
* Label pictures and graphs
* Create vocabulary/ concept cards
* Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)
 | ***The student can:**** Complete pattern sentences
* Extend “sentence starters” with original ideas
* Connect simple sentences
* Complete graphic organizers/forms with personal information
* Respond to yes/no, choice, and some WH questions
 | ***The student can:**** Produce short paragraphs with main ideas and some details (e.g., column notes)
* Create compound sentences (e.g., with conjunctions)
* Explain steps in problem-solving
* Compare/contrast information, events, characters
* Give opinions, preferences, and reactions along with reasons
 | ***The student can:**** Create multiple paragraph essays
* Justify ideas
* Produce content-related reports
* Use details/examples to support ideas
* Use transition words to create cohesive passages
* Compose intro/body/ conclusion
* Paraphrase or summarize text
* Take notes (e.g., for research)
 | ***The student can:**** Create expository text to explain graphs/charts
* Produce research reports using multiple sources/ citations
* Begin using analogies
* Critique literary essays or articles
 | **L****E****V****E****L****6****R****E****A****C****H****I****N****G** |