**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** |