

# The English Language Learner CAN DO Booklet

**Grades 6-8**

**INCLUDES:**  
Performance Definitions  
CAN DO Descriptors

For use in conjunction with the  
WIDA English Language Proficiency Standards

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## Foreword: The WIDA English Language Learner CAN DO Booklet

The WIDA Consortium, from its conception, envisioned a system of standards and assessments that would assist schools in teaching academic language to English Language Learners (ELLs). This dream, now a reality, includes the development of practical tools to guide teachers when designing and implementing lessons, monitoring student progress, determining student language proficiency levels, collaborating across programs, and conveying results to ELLs and their parents.

The *WIDA English Language Learner CAN DO Booklet* is a very important contribution to meeting these goals. The booklet complements the *WIDA English Language Proficiency Standards* and provides a valuable set of resources aligned to the Performance Definitions for the levels of English language proficiency. WIDA's professional development program works with these resources to assist teachers in embedding academic English into content lessons and working school-wide to ensure the academic success of our culturally and linguistically diverse learners.

The WIDA Consortium recognizes that as a teacher of ELLs, you have a challenging but crucial job within your school. We sincerely hope that this booklet and other WIDA resources help to make your work more effective and your students more successful both in learning English and mastering challenging academic content.



Timothy Boals, Ph.D.  
Executive Director  
WIDA Consortium

## Introduction

The resources contained in this booklet are intended to support classroom instruction. As with all WIDA products and services, they address language proficiency in relation to five English language proficiency (ELP) standards:

- Social and Instructional Language
- The Language of Language Arts
- The Language of Mathematics
- The Language of Science
- The Language of Social Studies

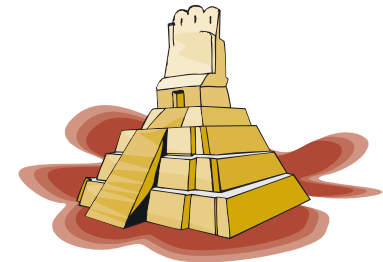
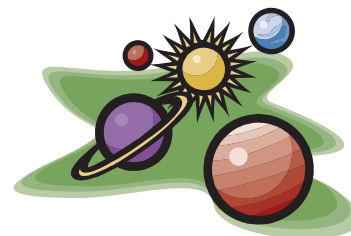
The following table displays the major components of WIDA's standards-based system. The bold-faced components are included in this booklet and listed in the order in which they appear.

Components of WIDA's Standards-based System	
Standards-based Component	Distinguishing Feature
Strands of Model Performance Indicators as representative of the WIDA English Language Proficiency Standards	Illustrate how English language learners process and use language for each English language <b>proficiency standard, language domain,</b> and language proficiency <b>level</b> <i>by grade level cluster</i>
<b>Performance Definitions</b>	Outline how English language learners process and use language for each <b>level</b> of language proficiency <i>in grades K-12</i>
<b>CAN DO Descriptors</b>	Describe how English language learners process and use language for each <b>language domain</b> and level of language proficiency <i>by grade level cluster</i>
Speaking and Writing Rubrics	Document how English language learners process and use language in the domain of <b>speaking or writing</b> for each <b>level</b> of language proficiency based on three criteria: linguistic complexity, vocabulary usage, and language control <i>in grades K-12</i>

The resources contained in this booklet are intended to support classroom instruction. The **Performance Definitions** (see page 4) provide criteria that shape each of the six levels of English language proficiency. The three bullets within each proficiency level in the Performance Definitions represent:

- **Linguistic Complexity**—the amount and quality of speech or writing for a given situation
- **Vocabulary Usage**—the specificity of words or phrases for a given context
- **Language Control**—the comprehensibility of the communication based on the amount and types of errors

The Performance Definitions provide a concise, global overview of language expectations for each level of English language proficiency. They span the spectrum of grade levels which means that educators must interpret the meaning of the Definitions according to students' cognitive development due to age, their grade level, their diversity of educational experiences, and any diagnosed learning disabilities (if applicable). For example, in level 5, “extended oral or written discourse” would probably be indicated by a 1st grade student’s ability to orally retell a story in a series of sentences using simple transition words. However, a middle school student might be expected to exhibit linguistic complexity at level 5 by incorporating a variety of sentence structures in an essay several paragraphs in



length. It is important to recognize that the Performance Definitions are the basis for use of other standards-based resources such as the CAN DO Descriptors.

The **CAN DO Descriptors** (see pages 6-7) are the centerpiece of this booklet, designed to support teachers by providing them with information on the language students are able to understand and produce in the classroom. What is unique about the CAN DO Descriptors is that they apply to all five English language proficiency standards, which means they provide an opportunity to link language development across all academic content areas. The Descriptors are intended to be used in tandem with the Performance Definitions. This is because the quantity and quality of language expected at a particular level of language proficiency may not be fully indicated within the CAN DO Descriptor for each language domain and proficiency level.

For example, the CAN DO Descriptors show that students may be able to “*identify*” at various levels of language proficiency, but the language (linguistic complexity, vocabulary usage, and language control) they use will vary tremendously. At one end of the spectrum, beginning English language learners may *identify* by pointing or using short words or phrases, whereas at the end of the language development continuum, students will begin to *identify* complex themes and ideas described in detailed technical language.





## Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<b>6</b> <b>Reaching</b>	<ul style="list-style-type: none"> <li>• specialized or technical language reflective of the content areas at grade level</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>• oral or written communication in English comparable to English-proficient peers</li> </ul>
<b>5</b> <b>Bridging</b>	<ul style="list-style-type: none"> <li>• specialized or technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</li> <li>• oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material</li> </ul>
<b>4</b> <b>Expanding</b>	<ul style="list-style-type: none"> <li>• specific and some technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs</li> <li>• oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support</li> </ul>
<b>3</b> <b>Developing</b>	<ul style="list-style-type: none"> <li>• general and some specific language of the content areas</li> <li>• expanded sentences in oral interaction or written paragraphs</li> <li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support</li> </ul>
<b>2</b> <b>Beginning</b>	<ul style="list-style-type: none"> <li>• general language related to the content areas</li> <li>• phrases or short sentences</li> <li>• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support</li> </ul>
<b>1</b> <b>Entering</b>	<ul style="list-style-type: none"> <li>• pictorial or graphic representation of the language of the content areas</li> <li>• words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support</li> <li>• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support</li> </ul>



## Grade Level Cluster CAN DO Descriptors

The grade level cluster CAN DO Descriptors have been created by teachers, primarily for teachers, who work with English language learners throughout the consortium. During 2007-08, over 900 teachers and administrators participated in refining and validating five grade level clusters of Descriptors from the original document spanning the K-12 spectrum. These Descriptors for the four language domains—listening, speaking, reading, and writing—and five levels of English language proficiency are based on the WIDA English Language Proficiency Standards.

### Interpretation of the CAN DO Descriptors

To maintain the succinctness of the individual statements, some basic assumptions need to be made in interpreting the CAN DO Descriptors.

1. Sensory, graphic, or interactive support are present through language proficiency level 4, Expanding.
2. English language learners can process or produce the **language** associated with the stated language functions.
3. Linguistic complexity, vocabulary usage, and language control increase incrementally as students move from one English language proficiency level to the next.

The CAN DO Descriptors are a sampling of the language expectations of English language learners as they travel along the continuum of English language development. Unlike the strands of model performance indicators that scaffold across levels of language proficiency, the CAN DO Descriptors function independently within a given level of language proficiency.

## Uses for the CAN DO Descriptors

The CAN DO Descriptors are a resource, in addition to the English language proficiency standards, to use in classrooms with English language learners. As an instructional assessment tool, language teachers may:

- Share the Descriptors with classroom teachers and administrators to describe the second language acquisition process around the levels of English language proficiency
- Provide resource teachers, such as Title I or literacy coaches, additional information about English language learners
- Use to plan with tutors or mentors who work with English language learners
- Develop or co-develop lessons and units of study with differentiated language objectives
- Set language goals with their English language learners\*
- Explain to parents students' progress in listening, speaking, reading, and writing\*
- Suggest language goals to be incorporated into Individual Education Programs (IEPs) for English language learners with diagnosed disabilities
- Translate English language proficiency test scores (i.e., ACCESS for ELLs®, W-APT™, and WIDA MODEL™) into classroom practice
- Observe and note levels of student performance as a precursor to using WIDA Speaking and Writing Rubrics for formative assessment
- Use the Descriptors to advocate on behalf of English language learners

*\* For these uses, the CAN DO Descriptors are also available in Spanish on pp. 8-11 of this booklet.*



## CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> <li>Follow one-step oral commands/instructions</li> <li>Match social language to visual/graphic displays</li> <li>Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)</li> <li>Match instructional language with visual representation (e.g., “Use a sharpened pencil.”)</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step oral commands/instructions</li> <li>Classify/sort content-related visuals per oral descriptions</li> <li>Sequence visuals per oral directions</li> <li>Identify information on charts or tables based on oral statements</li> </ul>	<ul style="list-style-type: none"> <li>Categorize content-based examples from oral directions</li> <li>Match main ideas of familiar text read aloud to visuals</li> <li>Use learning strategies described orally</li> <li>Identify everyday examples of content-based concepts described orally</li> <li>Associate oral language with different time frames (e.g., past, present, future)</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas and details of oral discourse</li> <li>Complete content-related tasks or assignments based on oral discourse</li> <li>Apply learning strategies to new situations</li> <li>Role play, dramatize, or re-enact scenarios from oral reading</li> </ul>	<ul style="list-style-type: none"> <li>Use oral information to accomplish grade-level tasks</li> <li>Evaluate intent of speech and act accordingly</li> <li>Make inferences from grade-level text read aloud</li> <li>Discriminate among multiple genres read orally</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Answer yes/no and choice questions</li> <li>Begin to use general and high frequency vocabulary</li> <li>Repeat words, short phrases, memorized chunks</li> <li>Answer select WH-questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Convey content through high frequency words/phrases</li> <li>State big/main ideas of classroom conversation</li> <li>Describe situations from modeled sentences</li> <li>Describe routines and everyday events</li> <li>Express everyday needs and wants</li> <li>Communicate in social situations</li> <li>Make requests</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express time through multiple tenses</li> <li>Retell/rephrase ideas from speech</li> <li>Give brief oral content-based presentations</li> <li>State opinions</li> <li>Connect ideas in discourse using transitions (e.g., “but,” “then”)</li> <li>Use different registers inside and outside of class</li> <li>State big/main ideas with some supporting details</li> <li>Ask for clarification (e.g., self-monitor)</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrase and summarize ideas presented orally</li> <li>Defend a point of view</li> <li>Explain outcomes</li> <li>Explain and compare content-based concepts</li> <li>Connect ideas with supporting details/evidence</li> <li>Substantiate opinions with reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Defend a point of view and give reasons</li> <li>Use and explain metaphors and similes</li> <li>Communicate with fluency in social and academic contexts</li> <li>Negotiate meaning in group discussions</li> <li>Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</li> </ul>	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.



## CAN DO Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> <li>Associate letters with sounds and objects</li> <li>Match content-related objects/pictures to words</li> <li>Identify common symbols, signs, and words</li> <li>Recognize concepts of print</li> <li>Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text</li> <li>Use picture dictionaries/illustrated glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Sequence illustrated text of fictional and non-fictional events</li> <li>Locate main ideas in a series of simple sentences</li> <li>Find information from text structure (e.g., titles, graphs, glossary)</li> <li>Follow text read aloud (e.g., tapes, teacher, paired-readings)</li> <li>Sort/group pre-taught words/phrases</li> <li>Use pre-taught vocabulary (e.g., word banks) to complete simple sentences</li> <li>Use L1 to support L2 (e.g., cognates)</li> <li>Use bilingual dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Identify topic sentences, main ideas, and details in paragraphs</li> <li>Identify multiple meanings of words in context (e.g., “cell,” “table”)</li> <li>Use context clues</li> <li>Make predictions based on illustrated text</li> <li>Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”)</li> <li>Differentiate between fact and opinion</li> <li>Answer questions about explicit information in texts</li> <li>Use English dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Order paragraphs</li> <li>Identify summaries of passages</li> <li>Identify figurative language (e.g., “dark as night”)</li> <li>Interpret adapted classics or modified text</li> <li>Match cause to effect</li> <li>Identify specific language of different genres and informational texts</li> <li>Use an array of strategies (e.g., skim and scan for information)</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate and apply multiple meanings of words/phrases</li> <li>Apply strategies to new situations</li> <li>Infer meaning from modified grade-level text</li> <li>Critique material and support argument</li> <li>Sort grade-level text by genre</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Draw content-related pictures</li> <li>Produce high frequency words</li> <li>Label pictures and graphs</li> <li>Create vocabulary/concept cards</li> <li>Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)</li> </ul>	<ul style="list-style-type: none"> <li>Complete pattern sentences</li> <li>Extend “sentence starters” with original ideas</li> <li>Connect simple sentences</li> <li>Complete graphic organizers/forms with personal information</li> <li>Respond to yes/no, choice, and some WH- questions</li> </ul>	<ul style="list-style-type: none"> <li>Produce short paragraphs with main ideas and some details (e.g., column notes)</li> <li>Create compound sentences (e.g., with conjunctions)</li> <li>Explain steps in problem-solving</li> <li>Compare/contrast information, events, characters</li> <li>Give opinions, preferences, and reactions along with reasons</li> </ul>	<ul style="list-style-type: none"> <li>Create multiple-paragraph essays</li> <li>Justify ideas</li> <li>Produce content-related reports</li> <li>Use details/examples to support ideas</li> <li>Use transition words to create cohesive passages</li> <li>Compose intro/body/conclusion</li> <li>Paraphrase or summarize text</li> <li>Take notes (e.g., for research)</li> </ul>	<ul style="list-style-type: none"> <li>Create expository text to explain graphs/charts</li> <li>Produce research reports using multiple sources/citations</li> <li>Begin using analogies</li> <li>Critique literary essays or articles</li> </ul>	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.



## Descripción de Habilidades: Grados Escolares 6-8

Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir **el lenguaje** que se necesita para hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	<ul style="list-style-type: none"> <li>Seguir instrucciones verbales de un paso</li> <li>Emparejar lenguaje social con apoyos visuales</li> <li>Identificar con gestos objetos, personas, o lugares según declaraciones orales/ preguntas (ejemplo: apuntar para señalar)</li> <li>Emparejar lenguaje instructivo con representación visual (ejemplo: “Usa un lápiz con punta”)</li> </ul>	<ul style="list-style-type: none"> <li>Seguir instrucciones orales de múltiples pasos</li> <li>Clasificar apoyos visuales con contenido académico siguiendo descripciones orales</li> <li>Ordenar apoyos visuales siguiendo direcciones orales</li> <li>Identificar información presentada en cuadros o tablas según instrucciones orales</li> </ul>	<ul style="list-style-type: none"> <li>Categorizar ejemplos con contenido académico siguiendo direcciones orales</li> <li>Emparejar puntos principales de un texto leído en voz alta con los apoyos visuales</li> <li>Usar estrategias de aprendizaje descritas oralmente</li> <li>Identificar ejemplos cotidianos, descritos oralmente, de conceptos con contenido académico</li> <li>Asociar lenguaje oral con diferentes tiempos (ejemplo: pasado, presente, futuro)</li> </ul>	<ul style="list-style-type: none"> <li>Identificar ideas principales y detalles de un discurso oral</li> <li>Completar tareas con contenido académico basadas en discurso oral</li> <li>Aplicar estrategias de aprendizaje a situaciones nuevas</li> <li>Actuar o dramatizar diferentes escenarios siguiendo lectura oral</li> </ul>	<ul style="list-style-type: none"> <li>Usar información oral para cumplir con tareas del nivel de grado escolar</li> <li>Evaluar lo que alguien quiere decir y reaccionar adecuadamente</li> <li>Hacer inferencias de un texto del nivel del grado escolar leído en voz alta</li> <li>Diferenciar entre múltiples géneros leídos en voz alta</li> </ul>	Nivel 6 - Alcanzando

Los Descriptores CAN DO trabajan en conjunto con Las Descripciones WIDA de las Habilidades en los niveles de lenguaje académico de las normas de desempeño del lenguaje inglés, los cuales usan tres criterios (1. complejidad lingüística; 2. uso de vocabulario; y 3. control del lenguaje) para describir la calidad y la cantidad incremental del procesamiento y uso de lenguaje a través de los diferentes niveles de desempeño.

## Descripción de Habilidades: Grados Escolares 6-8

Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir **el lenguaje** que se necesita para hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
HABLAR	<ul style="list-style-type: none"> <li>Contestar preguntas de sí/no o de elección</li> <li>Empezar a usar vocabulario de uso general y de alta frecuencia</li> <li>Repetir palabras, frases cortas, o partes memorizadas</li> <li>Contestar preguntas interrogativas en el contexto de compartir experiencias personales (ejemplo: quién, qué, cuándo, dónde)</li> </ul>	<ul style="list-style-type: none"> <li>Transmitir contenido a través de palabras/frases de alta frecuencia</li> <li>Decir los puntos principales de una conversación del salón</li> <li>Describir situaciones usando ejemplos de oraciones modeladas</li> <li>Describir rutinas y eventos de la vida diaria</li> <li>Expresar necesidades y deseos cotidianos</li> <li>Comunicarse en situaciones sociales</li> <li>Hacer peticiones</li> </ul>	<ul style="list-style-type: none"> <li>Empezar a expresar el tiempo con diferentes tiempos gramaticales</li> <li>Recontar o parafrasear ideas de un discurso</li> <li>Dar presentaciones orales breves con contenido académico</li> <li>Decir sus opiniones</li> <li>Conectar ideas de un discurso usando transiciones (ejemplo: pero, cuando)</li> <li>Usar diferentes registros dentro y fuera del salón</li> <li>Decir ideas principales con el apoyo de detalles</li> <li>Pedir clarificaciones (ejemplo: controlarse a sí mismo)</li> </ul>	<ul style="list-style-type: none"> <li>Parafrasear y resumir ideas presentadas oralmente</li> <li>Defender un punto de vista</li> <li>Explicar resultados</li> <li>Explicar y comparar conceptos con contenido académico</li> <li>Conectar ideas con sus detalles y con evidencia</li> <li>Defender opiniones usando razones y evidencia que las apoye</li> </ul>	<ul style="list-style-type: none"> <li>Defender un punto de vista y dar razones</li> <li>Usar y explicar metáforas y símiles</li> <li>Comunicar con fluidez en contextos sociales y académicos</li> <li>Negociar significado de algo en conversaciones grupales</li> <li>Hablar y dar ejemplos de ideas abstractas relacionadas con contenido académicos (ejemplo: democracia, justicia)</li> </ul>	Nivel 6 - Alcanzando

Los Descriptores CAN DO trabajan en conjunto con Las Descripciones WIDA de las Habilidades en los niveles de lenguaje académico de las normas de desempeño del lenguaje inglés, los cuales usan tres criterios (1. complejidad lingüística; 2. uso de vocabulario; y 3. control del lenguaje) para describir la calidad y la cantidad incremental del procesamiento y uso de lenguaje a través de los diferentes niveles de desempeño.

## Descripción de Habilidades: Grados Escolares 6-8

Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir **el lenguaje** que se necesita para hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
<b>LEER</b>	<ul style="list-style-type: none"> <li>Asociar letras con sonidos y objetos</li> <li>Emparejar objetos/dibujos con contenido académico con palabras</li> <li>Identificar símbolos, señales, y palabras comunes</li> <li>Reconocer conceptos sobre un texto o conocimiento sobre la letra impresa</li> <li>Encontrar respuestas de una palabra a preguntas interrogativas tales como (¿Quién?, ¿Qué?, ¿Cuándo?, ¿Dónde?) relacionadas con textos ilustrados</li> <li>Usar diccionarios con dibujos/glosarios ilustrados</li> </ul>	<ul style="list-style-type: none"> <li>Ordenar texto ilustrado de eventos de ficción y de no ficción</li> <li>Localizar la idea principal en una serie de oraciones simples</li> <li>Encontrar información en la estructura de un texto (ejemplo: títulos, gráficos, glosarios)</li> <li>Seguir texto leído hacia el/ ella en voz alta (ejemplo: videos, maestro/a, lectura en parejas)</li> <li>Clasificar/agrupar palabras/frases ya pre-enseñadas</li> <li>Usar vocabulario pre-enseñado (banco de palabras) para completar oraciones simples</li> <li>Usar su lenguaje nativo o L1 para apoyarse en su L2 (ejemplo: uso de cognados)</li> <li>Usar diccionarios y glosarios bilingües</li> </ul>	<ul style="list-style-type: none"> <li>Identificar la oración principal, ideas principales y detalles en un párrafo</li> <li>Identificar significados múltiples de palabras en un contexto (ejemplo: “celda”, “mesa”)</li> <li>Usar pistas o claves del contexto</li> <li>Hacer predicciones basadas en un texto ilustrado</li> <li>Identificar sufijos comunes y la raíz de ciertas palabras para entender o rescatar el significado de las palabras (e.j.s, “in”, “re-”, “mente”)</li> <li>Diferenciar entre un hecho y una opinión</li> <li>Contestar preguntas acerca de información explícita de un contexto</li> <li>Usar diccionarios y glosarios en inglés</li> </ul>	<ul style="list-style-type: none"> <li>Ordenar párrafos</li> <li>Identificar resúmenes de ciertos pasajes</li> <li>Identificar lenguaje figurativo (ejemplo: “oscuro como la noche”)</li> <li>Interpretar clásicos adaptados o textos modificados</li> <li>Emparejar la causa con el efecto</li> <li>Identificar lenguaje específico de diferentes géneros y textos informativos</li> <li>Usar una variedad de estrategias (ejemplo: leer por encima e indagar para encontrar información)</li> </ul>	<ul style="list-style-type: none"> <li>Diferenciar y aplicar los diferentes significados de ciertas palabras/frases</li> <li>Aplicar estrategias a situaciones nuevas</li> <li>Inferir el significado de un texto al nivel de grado escolar que ha sido modificado</li> <li>Criticar material y apoyar argumentos</li> <li>Clasificar texto del nivel de grado escolar según su género</li> </ul>	<b>Nivel 6 - Alcanzando</b>

Los Descriptores CAN DO trabajan en conjunto con Las Descripciones WIDA de las Habilidades en los niveles de lenguaje académico de las normas de desempeño del lenguaje inglés, los cuales usan tres criterios (1. complejidad lingüística; 2. uso de vocabulario; y 3. control del lenguaje) para describir la calidad y la cantidad incremental del procesamiento y uso de lenguaje a través de los diferentes niveles de desempeño.

## Descripción de Habilidades: Grados Escolares 6-8

Dado el nivel de desempeño en inglés y apoyados de gráficos, apoyos visuales, y apoyos interactivos hasta el Nivel 4, los estudiantes de inglés pueden procesar o producir **el lenguaje** que se necesita para hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCRIBIR	<ul style="list-style-type: none"> <li>Hacer dibujos relacionados con contenido académico</li> <li>Producir palabras de alta frecuencia</li> <li>Etiquetar dibujos y gráficos</li> <li>Crear tarjetas de vocabulario o de conceptos</li> <li>Crear listas de palabras/frases y banco de palabras pre-enseñadas (ejemplo: hacer un menú usando una lista de comidas)</li> </ul>	<ul style="list-style-type: none"> <li>Completar escritura usando frases con un patrón común</li> <li>Extender oraciones en las que se ha provisto el inicio con ideas originales</li> <li>Unir oraciones simples</li> <li>Completar organizadores gráficos con información personal</li> <li>Responder a preguntas de sí/no, de selección múltiples o interrogativas</li> </ul>	<ul style="list-style-type: none"> <li>Escribir párrafos cortos con ideas y puntos principales y algunos detalles (ejemplo: apuntes de una clase)</li> <li>Crear frases compuestas (ejemplo: con conjunciones)</li> <li>Explicar pasos de cómo resolver problemas</li> <li>Comparar/Contrastar información, eventos, y personajes</li> <li>Dar opiniones, preferencias, y reacciones junto con sus razones</li> </ul>	<ul style="list-style-type: none"> <li>Crear ensayos de múltiples párrafos</li> <li>Justificar sus ideas</li> <li>Crear informes con contenido académico</li> <li>Usar detalles/ejemplos para apoyar sus ideas</li> <li>Usar palabras de transición para crear pasajes más unidos</li> <li>Escribir introducción/cuerpo del artículo/conclusiones</li> <li>Parfrasear o resumir un texto</li> <li>Tomar apuntes (ejemplo: para hacer una investigación)</li> </ul>	<ul style="list-style-type: none"> <li>Crear texto para explicar gráficos</li> <li>Escribir informes de una investigación usando múltiples fuentes/libros de consulta</li> <li>Empezar a usar analogías</li> <li>Criticar ensayos o artículos literarios</li> </ul>	Nivel 6 - Alcanzando

Los Descriptores CAN DO trabajan en conjunto con Las Descripciones WIDA de las Habilidades en los niveles de lenguaje académico de las normas de desempeño del lenguaje inglés, los cuales usan tres criterios (1. complejidad lingüística; 2. uso de vocabulario; y 3. control del lenguaje) para describir la calidad y la cantidad incremental del procesamiento y uso de lenguaje a través de los diferentes niveles de desempeño.





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