

# Can Do Descriptors: Grade Level Cluster 6-8

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
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>	Level 6 - Reaching
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>	
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>	Level 6 - Reaching
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>	