

OELPA Can Do Descriptors Grades 6-8

	Level 1 Beginning	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Early Advanced	Level 5 Advanced
LISTENING	<ul style="list-style-type: none"> • 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.") 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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SPEAKING	<ul style="list-style-type: none"> • Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • Repeat words, short phrases, memorized chunks • Answer select WHquestions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 (“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) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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)
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READING	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Sequence illustrated text of fictional and non-fictional 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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
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WRITING	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Create expository text to explain graphs/charts • Produce research reports using multiple sources/citations • Begin using analogies • Critique literary essays or articles
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