WiDA™

Can Do Descriptors
KEY USES EDITION

Grades 6-8
The WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. The WIDA Can Do Descriptors, Key Uses Edition is one component of the WIDA Standards Framework (shown at right). The framework, as a whole, supports the implementation of the WIDA English Language Development Standards in the instruction and assessment of language learners. We encourage educators to use the WIDA Can Do Descriptors, Key Uses Edition in conjunction with the other components of the framework, along with the previous edition of the Can Do Descriptors. For more information on the WIDA Standards Framework, visit www.wida.us.

The WIDA Can Do Descriptors, Key Uses Edition provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards:

**Recount**: To display knowledge or narrate experiences or events. Example tasks for the Key Use of **Recount** include telling or summarizing stories, producing information reports, and sharing past experiences.

**Explain**: To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of **Explain** include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.

**Argue**: To persuade by making claims supported by evidence. Example tasks for the Key Use of **Argue** include stating preferences or opinions and constructing arguments with evidence.

**Discuss**: To interact with others to build meaning and share knowledge. Example tasks for the Key Use of **Discuss** include participating in small or large group activities and projects.

The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based contest curriculum, instruction, and assessment.
Organization of the WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The *WIDA Can Do Descriptors, Key Uses Edition* is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6).

The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6.

For three of the Key Uses (Recount, Explain, and Argue) you’ll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use Discuss are only shown for oral language. The Key Use Discuss highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

Potential Uses for the WIDA Can Do Descriptors, Key Uses Edition

<table>
<thead>
<tr>
<th>Audiences</th>
<th>The WIDA Can Do Descriptors, Key Uses Edition can help....</th>
</tr>
</thead>
</table>
| **Educators** who work with language learners, including coaches, teachers (e.g., general education, gifted and talented, special education, Title I), language specialists, and support staff. | • Differentiate curriculum, instruction, and assessments designed in English based on language learners’ levels of English language proficiency  
• Collaborate and engage in instructional conversations about the academic success of language learners in English environments  
• Advocate for equitable access to content for language learners based on their level of language proficiency                                                                 |
| **Administrators** and school leaders | • Communicate with other educators about students’ English language development  
• Support the WIDA Can Do Philosophy throughout schools and districts  
• Advocate for equitable access to content for language learners based on their level of language proficiency                                                      |

Stakeholders are encouraged to use the Can Do Descriptors beyond the audiences and purposes identified above to advocate on behalf of language learners.
By the end of each of the given levels of English language proficiency, English language learners can...

<table>
<thead>
<tr>
<th>Process recounts by</th>
<th>Process recounts by</th>
<th>Process recounts by</th>
<th>Process recounts by</th>
<th>Process recounts by</th>
<th>Process recounts by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td><strong>speaking</strong></td>
<td><strong>Recount by</strong></td>
<td><strong>Recount by</strong></td>
<td><strong>Recount by</strong></td>
<td><strong>Recount by</strong></td>
</tr>
<tr>
<td>- Identifying familiar objects or places from oral statements</td>
<td>- Sequencing labeled visuals per oral directions</td>
<td>- Matching main ideas of familiar text read aloud to visuals</td>
<td>- Identifying main ideas and details in oral discourse</td>
<td>- Categorizing details of content-related main ideas seen and heard in videos or other technologies</td>
<td>- Identifying key ideas expressed orally</td>
</tr>
<tr>
<td>- Pointing to objects, people, or places based on short oral descriptions</td>
<td>- Identifying settings or time frames in narrative or informational scenarios read aloud</td>
<td>- Stating the next event in a series based on clues from narrative or informational oral texts</td>
<td>- Evaluating oral presentations of peers based on criteria for success</td>
<td>- Sequencing a series of illustrated events from oral passages (e.g., historical recaps)</td>
<td>- Identifying new information expressed by others</td>
</tr>
</tbody>
</table>

**SPEAKING**

- Answering select Wh-questions
- Naming and briefly describing past community or school events using visual support (e.g., posters, photographs)
- Stating main ideas or points of classroom conversations
- Restating details of content-related topics (in home language and English) in small groups
- Relating a series of events by expressing time in multiple tenses
- Connecting ideas in content-related discourse using transitions
- Paraphrasing and summarizing content-related ideas presented orally
- Connecting ideas with supporting details in a variety of oral venues
- Producing oral multimedia, content-related reports based on research from multiple sources
- Tracing the evolution of literary characters, themes, and plots from different venues (e.g., digital text or video)
- Restating new information expressed by others in extended speech
- Posing questions that elicit elaboration and responding to others’ questions and comments

---

*Except for Level 6, for which there is no ceiling.
By the end of each of the given levels of English language proficiency, English language learners can...

<table>
<thead>
<tr>
<th>ELP Level 1 Entering</th>
<th>ELP Level 2 Emerging</th>
<th>ELP Level 3 Developing</th>
<th>ELP Level 4 Expanding</th>
<th>ELP Level 5 Bridging</th>
<th>ELP Level 6 Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING</strong></td>
<td><strong>WRITING</strong></td>
<td><strong>KEY USE OF RECOUNT</strong></td>
<td><strong>KEY USE OF RECOUNT</strong></td>
<td><strong>KEY USE OF RECOUNT</strong></td>
<td><strong>KEY USE OF RECOUNT</strong></td>
</tr>
<tr>
<td>Process recounts by</td>
<td>Recount by</td>
<td></td>
<td>Recount by</td>
<td>Recount by</td>
<td>Recount by</td>
</tr>
<tr>
<td>• Identifying responses to Wh-questions in charts or illustrated text</td>
<td>• Producing labeled illustrations of conclusions reached in problem-solving with a partner</td>
<td>• Completing sentences using word banks</td>
<td>• Producing short paragraphs with main ideas and some details</td>
<td>• Producing content-related reports</td>
<td>• Providing a concluding statement or section that follows from and supports the information presented</td>
</tr>
<tr>
<td>• Identifying icons in graphs, charts, and environmental print related to familiar topics</td>
<td>• Reproducing words and phrases related to topics <em>(e.g., including cognates)</em></td>
<td>• Producing statements related to main ideas on familiar topics in home language and English</td>
<td>• Composing dialogues or blogs based on personal experiences</td>
<td>• Reproducing a sequence of events or experiences using transitional words</td>
<td>• Conveying sequence, signaling shifts from one time frame to another, and showing the relationships among experiences and events</td>
</tr>
<tr>
<td>Process recounts by</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sequencing illustrated text of narrative or informational events</td>
<td>• Ordering paragraphs in narrative and informational text</td>
<td>• Identifying topic sentences, main ideas, and details in paragraphs</td>
<td>• Identifying summaries of passages in a variety of genres</td>
<td>• Matching details of content-related topics to main ideas</td>
<td>• Identifying a central idea of a text and how it is conveyed through particular details; summarizing text absent personal opinions or judgments</td>
</tr>
<tr>
<td>• Locating main ideas in a series of simple sentences</td>
<td>• Connecting people to actions based on oral descriptions with details</td>
<td>• Identifying summaries of passages in a variety of genres</td>
<td>• Evaluating how a central event is introduced, illustrated, and elaborated in text <em>(e.g., through examples or anecdotes)</em></td>
<td>• Providing a concluding statement or section that follows from and supports the information presented</td>
<td>• Conveying sequence, signaling shifts from one time frame to another, and showing the relationships among experiences and events</td>
</tr>
</tbody>
</table>

*Except for Level 6, for which there is no ceiling.*
By the end of each of the given levels of English language proficiency, English language learners can...

<table>
<thead>
<tr>
<th>ELP Level 1 Entering</th>
<th>ELP Level 2 Emerging</th>
<th>ELP Level 3 Developing</th>
<th>ELP Level 4 Expanding</th>
<th>ELP Level 5 Bridging</th>
<th>ELP Level 6 Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process explanations by</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Matching instructional language, given orally, with visual representation (e.g., “Show me your schedule.”)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identifying functions of content-related topics based on short oral statements reinforced visually (e.g., organisms in ecosystems)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Continue with process explanations for each level]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPEAKING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain by</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Comparing attributes of real-life objects with a partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Showing how to solve real-world problems using symbols, numerals, graphs, or diagrams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Continue with explain by for each level]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Except for Level 6, for which there is no ceiling.*
<table>
<thead>
<tr>
<th>ELP Level 1 Entering</th>
<th>ELP Level 2 Emerging</th>
<th>ELP Level 3 Developing</th>
<th>ELP Level 4 Expanding</th>
<th>ELP Level 5 Bridging</th>
<th>ELP Level 6 Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING</strong></td>
<td><strong>WRITING</strong></td>
<td><strong>READING</strong></td>
<td><strong>WRITING</strong></td>
<td><strong>READING</strong></td>
<td><strong>WRITING</strong></td>
</tr>
<tr>
<td>Process explanations by</td>
<td>• Matching content-related objects, pictures, or media to words and phrases</td>
<td>• Identifying social or academic topics highlighted in text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Comparing ideas on the same topic in a series of simple sentences</td>
<td>• Identifying how content-related phenomena relate to one another in illustrated text or media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Illustrating relationships between main ideas and details in paragraphs</td>
<td>• Sequencing steps or events to describe processes (e.g., solving math problems)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Matching content-related cause to effect in graphically-supported text</td>
<td>• Highlighting text evidence that points to how systems function (e.g., different forms of government)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sorting grade-level text by highlighting elements of the genre (e.g., differentiating the “how” from the “why”)</td>
<td>• Sequencing events based on cause and effect (e.g., how machines operate)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Comparing and contrasting information from experiments, simulations, videos, or multimedia sources with that of text on the same topics</td>
<td>• Identifying factors that contribute to phenomena in explanations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Explain by**
- Indicating relationships by drawing and labeling content-related pictures on familiar topics
- Describing processes or cycles by labeling diagrams and graphs
- Connecting short sentences
- Comparing illustrated descriptions of content-related concepts (e.g., *mitosis v. meiosis*)
- Comparing and contrasting information, events, or characters
- Producing descriptive paragraphs around a central idea
- Describing relationships between details or examples and supporting ideas
- Connecting content-related themes or topics to main ideas
- Producing informational text around graphs and charts
- Comparing content-related ideas from multiple sources in essays, reports, and narratives
- Determining two or more central ideas in text and tracing their development
- Evaluating the interactions between individuals, events, and ideas in text (e.g., how ideas influence individuals or events and the converse)

*Except for Level 6, for which there is no ceiling.*
# Key Use of Argue

By the end of each of the given levels of English language proficiency, English language learners can...

<table>
<thead>
<tr>
<th>ELP Level 1 (Entering)</th>
<th>ELP Level 2 (Emerging)</th>
<th>ELP Level 3 (Developing)</th>
<th>ELP Level 4 (Expanding)</th>
<th>ELP Level 5 (Bridging)</th>
<th>ELP Level 6 (Reaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td><strong>SPEAKING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process arguments by</td>
<td>Argue by</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Signaling agreement</td>
<td>- Responding yes or no</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or disagreement of</td>
<td>to short statements or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>short oral statements</td>
<td>questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identifying points</td>
<td>- Identifying simple</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of view (e.g., first</td>
<td>questions related to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or third person) from</td>
<td>claims related to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>short statements</td>
<td>claims</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identifying evidence</td>
<td>- Stating evidence to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to support claims from</td>
<td>support claims</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>charts and tables</td>
<td>(in home language and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process arguments by</td>
<td>Argue by</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Illustrating claims</td>
<td>- Critiquing opposing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or reasons from oral</td>
<td>claims</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>narratives</td>
<td>- Evaluating the value</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identifying opposing</td>
<td>of options in content-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>perspectives from oral</td>
<td>based situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>text (e.g., sides in</td>
<td>- Taking stances and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wars, regimes, or</td>
<td>summarizing ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>revolutions)</td>
<td>supporting them</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process arguments by</td>
<td>Argue by</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Matching evidence</td>
<td>- Engaging in debates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to claims in oral</td>
<td>on content-related</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discourse</td>
<td>topics with claims</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Formulating opinions</td>
<td>and counterclaims</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>based on evidence</td>
<td>along with reasonable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>presented within oral</td>
<td>evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discourse</td>
<td>- Defending points of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>view with specific</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>claims</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process arguments by</td>
<td>Argue by</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Establishing</td>
<td>- Paraphrasing new</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>connections among</td>
<td>information expressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>claims, arguments, and</td>
<td>by others and, when</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>supporting evidence</td>
<td>warranted, modifying</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>within oral discourse</td>
<td>views or positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Comparing opposing</td>
<td>- Making presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>points-of-view presented within oral discourse</td>
<td>with multimedia components to clarify claims and emphasize salient points</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Except for Level 6, for which there is no ceiling.*
<table>
<thead>
<tr>
<th>Key Use of Argue</th>
<th>ELP Level 1</th>
<th>ELP Level 2</th>
<th>ELP Level 3</th>
<th>ELP Level 4</th>
<th>ELP Level 5</th>
<th>ELP Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Identifying words or phrases associated with topic choices</td>
<td>• Distinguishing facts from opinions in text</td>
<td>• Identifying claims and the reasons for each claim</td>
<td>• Identifying evidence to support analysis of what texts say (e.g., position papers)</td>
<td>• Evaluating evidence presented in support of claims</td>
<td>• Identifying specific evidence to support analyses of content area text</td>
</tr>
<tr>
<td></td>
<td>• Classifying true from false short statements</td>
<td>• Identifying features associated with content-related claims</td>
<td>• Identifying opposing points of view</td>
<td>• Classifying pros and cons of claims and evidence presented within written texts</td>
<td>• Developing a stance in favor of or against claims presented within content-related text</td>
<td>• Distinguishing among facts, reasoned judgment, and speculation in text</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Argue by:</td>
<td>Argue by:</td>
<td>Argue by:</td>
<td>Argue by:</td>
<td>Argue by:</td>
<td>Argue by:</td>
</tr>
<tr>
<td></td>
<td>• Generating words and phrases that represent opinions (e.g., “I think…”)</td>
<td>• Stating opinions using evaluative language related to content (e.g., “I agree. Metric is better.”)</td>
<td>• Substantiating opinions with content-related examples and evidence</td>
<td>• Crafting persuasive pieces (e.g., editorials) with a series of substantiated content-related claims</td>
<td>• Presenting opinions in persuasive essays or reports backed by content-related research</td>
<td>• Introducing claims and opposing claims, along with their associated reasons and evidence</td>
</tr>
<tr>
<td></td>
<td>• Making lists of topic choices with peers</td>
<td>• Connecting simple sentences to form content-related ideas</td>
<td>• Providing feedback to peers on language used for claims and evidence</td>
<td>• Composing scripts with protagonists and antagonists</td>
<td>• Justifying ideas using multiple sources</td>
<td>• Closing with concluding statements or paragraphs that support claims</td>
</tr>
</tbody>
</table>

*Except for Level 6, for which there is no ceiling.*
By the end of each of the given levels of English language proficiency, English language learners can... 

<table>
<thead>
<tr>
<th>ELP Level 1 Entering</th>
<th>ELP Level 2 Emerging</th>
<th>ELP Level 3 Developing</th>
<th>ELP Level 4 Expanding</th>
<th>ELP Level 5 Bridging</th>
<th>ELP Level 6 Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORAL LANGUAGE</strong></td>
<td><strong>Discuss by</strong></td>
<td><strong>Discuss by</strong></td>
<td><strong>Discuss by</strong></td>
<td><strong>Discuss by</strong></td>
<td><strong>Discuss by</strong></td>
</tr>
<tr>
<td></td>
<td>• Using appropriate nonverbal behaviors to show engagement and listening</td>
<td>• Inviting others to participate</td>
<td>• Supporting ideas with examples</td>
<td>• Recognizing purposes of contributions in conversations</td>
<td>• Building on the ideas of others</td>
</tr>
<tr>
<td></td>
<td>• Contributing to conversations by sharing own work (<em>e.g.</em>, pictures, posters, graphics)</td>
<td>• Answering Wh-questions in conversations</td>
<td>• Asking clarifying questions to demonstrate engagement</td>
<td>• Listening to others with a purpose (<em>e.g.</em>, to challenge own or others’ ideas)</td>
<td>• Presenting organized ideas and information on content topics including the use of graphics and multimedia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Connecting ideas to one’s experiences</td>
<td>• Generating new questions to maintain conversations</td>
<td>• Demonstrating awareness of personal bias when defending one’s point of view</td>
<td>• Synthesizing ideas of several speakers, posing questions, and responding with evidence, examples, and ideas</td>
</tr>
</tbody>
</table>

*Except for Level 6, for which there is no ceiling.*
Copyright Notice

© 2016 Board of Regents of the University of Wisconsin System, on behalf of WIDA. The WIDA Can Do Descriptors, Key Uses Edition, Grade 6–8, (“Can Do Descriptors”) may not be reproduced, modified, or distributed without prior written permission from WIDA. The WIDA Can Do Descriptors, Key Uses Edition, Grade 6–8 is for your personal, noncommercial use only. Fair use of the WIDA Can Do Descriptors, Key Uses Edition, Grade 6–8 includes reproduction for the purpose of teaching (including multiple copies for lesson planning).

To order more copies of this booklet, please visit the WIDA Store at https://www.wceps.org/Store/WIDA or call toll free 1- 877-272-5593 or e-mail store@wceps.org.

Acknowledgements

The development of the Can Do Descriptors represents the work of many educators in the field. WIDA would like to extend its appreciation to everyone who contributed through their expertise to this work, including the staff at the Center for Applied Linguistics for their ongoing partnership and support.

Please visit www.wida.us to view a full list of educators who participated on the development workshop, national experts who shared their expertise in the development process, and those who participated in the review of the Can Do descriptors.

Version 1.1 8/1/16