

English Now! A/B

WIDA Standards

Can Do Descriptors

Secondary 6-8



Lessons #	Level 1	Level 2	Level 3	Level 4	Level 5
<p>Basic Language Lessons Lessons 1-3, 5-8, 16-18, 20-23, 31-33, 35-38 (Unit 1) Lessons 1-3, 5-8, 16-19, 21-23, 31-34, 36-38 (Unit 2) Lessons 1-4, 6-8, 16-19, 21-23, 31-33-35-38 (Unit 3)</p> <p>Objectives</p> <p>1. Did I follow and give commands? (Unit 1, Unit 2) Did I follow and give two-step commands? (Unit 3)</p> <p>2. Did I say the names of the objects?</p> <p>3. Did I write words and sentences?</p> <p>4. Did I read words and sentences?</p> <p>5. Did I ask and answer questions? (Unit 2, Unit 3)</p>	<p>– Follow one-step oral commands/ instructions.</p> <p>– Begin to use general and high frequency vocabulary.</p> <p>– Create vocabulary/ concepts cards.</p> <p>– Associate letters with sounds and objects.</p> <p>– Answer yes/no and choice questions.</p>	<p>– Follow multi-step oral commands/ instructions.</p> <p>– Convey content through high frequency words/ phrases.</p> <p>– Complete pattern sentences.</p> <p>– Follow text read aloud.</p> <p>– Make requests.</p>	<p>– Use learning strategies described orally.</p> <p>– Retell/rephrase ideas from speech.</p> <p>– Create compound sentences.</p> <p>– Identify frequently used root words to make meaning.</p> <p>– Ask for clarification (e.g., self-monitor).</p>	<p>– Apply learning strategies to new situations.</p> <p>– Paraphrase and summarize ideas presented orally.</p> <p>– Explain and compare content-based concepts.</p>	<p>– Use oral information to accomplish grade-level tasks.</p> <p>– Communicate with fluency in social and academic contexts.</p> <p>– Communicate with fluency in social and academic contexts.</p>

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<p>Game Lesson Lessons 4, 9, 19, 24, 34, 39 (Unit 1) Lessons 4, 9, 20, 24, 35, 39 (Unit 2) Lessons 5, 9, 20, 24, 34, 39 (Unit 3)</p> <p>Objectives</p> <p>1. Did I follow and give commands?</p> <p>2. Did I say the names of the objects?</p> <p>3. Did I read the action words? (Unit 1)</p> <p>4. Did I ask and answer questions? (Unit 2, Unit 3)</p> <p>5. Did I say "Please," "Thank you," and "You're welcome"?</p>	<p>– Follow one-step oral commands/instructions.</p> <p>– Begin to use general and high frequency vocabulary.</p> <p>– Associate letters with sounds and objects.</p> <p>– Answer yes/no and choice questions.</p> <p>– Repeat words, short phrases, memorized chunks.</p>	<p>– Follow multi-step oral commands/instructions.</p> <p>– Convey content through high frequency words/phrases.</p> <p>– Follow text read aloud.</p> <p>– Make requests.</p> <p>– Communicate in social situations.</p>	<p>– Use learning strategies described orally.</p> <p>– Retell/rephrase ideas from speech.</p> <p>– Identify frequently used root words to make meaning.</p> <p>– Ask for clarification (e.g., self-monitor).</p> <p>– Retell/rephrase ideas from speech.</p>	<p>– Apply learning strategies to new situations.</p> <p>– Paraphrase and summarize ideas presented orally.</p> <p>– Explain and compare content-based concepts.</p> <p>– Paraphrase and summarize ideas presented orally.</p>	<p>– Use oral information to accomplish grade-level tasks.</p> <p>– Communicate with fluency in social and academic contexts.</p> <p>– Communicate with fluency in social and academic contexts.</p> <p>– Communicate with fluency in social and academic situations.</p>

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<p>Oral Composition Lessons 10, 25, 40 Objectives</p>					
1. Did I listen attentively?	- Match instructional language with visual representations.	- Classify/sort content-related visuals per oral description.	- Identify everyday examples of content-based concepts described orally.	- Identify main ideas and details of oral discourse.	- Use oral information to accomplish grade-level tasks.
2. Did I identify the title and the title page?	- Recognize concepts of print.	- Find information from text structure (e.g., titles, graphs, glossary).	- Answer questions about explicit information in texts.	- Use an array of strategies to access information.	- Infer meaning from modified grade-level text.
3. Did I follow directions?	- Follow one-step oral commands/instructions.	- Follow multi-step oral commands/instructions.	- Use learning strategies described orally.	- Apply learning strategies to new situations.	- Use oral information to accomplish grade-level tasks.
4. Did I speak in complete sentences?	- Begin to use general and high frequency vocabulary.	- Describe situations from modeled sentences.	- State big/main ideas with some supporting details.	- Paraphrase and summarize ideas presented orally.	- Communicate with fluency in social and academic contexts.
5. Did I use other people's words to make my sentences longer?	- Repeat words, short phrases, memorized chunks.	- State big/main ideas of classroom conversation.	- Retell/rephrase ideas from speech.	- Paraphrase and summarize ideas presented orally.	- Negotiate meaning in group discussions.

Lessons #	Level 1	Level 2	Level 3	Level 4	Level 5
<p>Written Composition I Lessons 11, 26, 41</p> <p>Objectives</p> <p>1. Did I point to the title and the title page?</p> <p>2. Did I make up sentences about the pictures?</p> <p>3. Did I recast my sentences?</p> <p>4. Did I help write the story?</p> <p>5. Did I read the story aloud?</p>	<p>– Recognize concepts of print.</p> <p>– Begin to use general and high frequency vocabulary.</p> <p>– Repeat words, short phrases, memorized chunks.</p> <p>– Begin to use general and high frequency vocabulary.</p> <p>– Match content-related objects/pictures to words.</p>	<p>– Find information from text structure (e.g., titles, graphs, glossary).</p> <p>– Describe situations from modeled sentences.</p> <p>– State big/main ideas of classroom conversation.</p> <p>– Convey content through high frequency words/phrases.</p> <p>– Locate main ideas in a series of simple sentences.</p>	<p>– Answer questions about explicit information in texts.</p> <p>– State big/main ideas with some supporting details.</p> <p>– Retell/rephrase ideas from speech.</p> <p>– State big/main ideas with some supporting details.</p> <p>– Identify topic sentences, main ideas, and details in paragraphs.</p>	<p>– Use an array of strategies to access information.</p> <p>– Paraphrase and summarize ideas presented orally.</p> <p>– Paraphrase and summarize ideas presented orally.</p> <p>– Connect ideas with supporting details/evidence.</p> <p>– Use an array of reading strategies (e.g., skim and scan for information).</p>	<p>– Infer meaning from modified grade-level text.</p> <p>– Communicate with fluency in social and academic contexts.</p> <p>– Negotiate meaning in group discussions.</p> <p>– Communicate with fluency in social and academic contexts.</p> <p>– Infer meaning from modified grade-level texts.</p>

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<p>Written Composition II Lessons 12, 27, 42 Objectives</p> <p>1. Did I identify the authors?</p> <p>2. Did I read the story with expression??</p> <p>3. Did I read the words aloud?</p> <p>4. Did I identify the capital letters and the periods?</p> <p>5. Did I write my own story?</p> <p>6. Did I speak in complete sentences?</p>	<p>– Find single word responses to WH-questions (e.g., “who,” “what,” “when,” “where”).</p> <p>– Match content-related objects/pictures to words.</p> <p>– Associate letters with sounds and objects.</p> <p>– Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing).</p> <p>– Produce high frequency words.</p> <p>– Begin to use general and high frequency vocabulary.</p>	<p>– Find information from text structure (e.g., titles, graphs, glossary).</p> <p>– Locate main ideas in a series of simple sentences.</p> <p>– Follow text read aloud.</p> <p>– Follow multi-step oral commands/instructions.</p> <p>– Extend “sentence starters” with original ideas.</p> <p>– Describe situations from modeled sentences.</p>	<p>– Answer questions about explicit information in texts.</p> <p>– Identify topic sentences, main ideas, and details in paragraphs.</p> <p>– Identify frequently used root words to make meaning.</p> <p>– Produce short paragraphs with main ideas and some details.</p> <p>– State big/main ideas with some supporting details.</p>	<p>– Use an array of reading strategies (e.g., skim and scan for information).</p> <p>– Use an array of reading strategies (e.g., skim and scan for information).</p> <p>– Use an array of reading strategies.</p> <p>– Create multiple-paragraph essays.</p> <p>– Paraphrase and summarize ideas presented orally.</p>	<p>– Infer meaning from modified grade-level text.</p> <p>– Infer meaning from modified grade-level texts.</p> <p>– Differentiate and apply multiple meanings of words/phrases.</p> <p>– Create expository text.</p> <p>– Communicate with fluency in social and academic contexts.</p>

Lessons #	Level 1	Level 2	Level 3	Level 4	Level 5
<p>Vocalized Reading Lessons 13, 28, 43 Objectives</p>					
1. Did I say the names of the letters?	– Associate letters with sounds and objects.	– Follow text read aloud.			
2. Did I say the names of the objects?	– Begin to use general and high frequency vocabulary.	– Convey content through high frequency words/phrases.	– Retell/rephrase ideas from speech.	– Paraphrase and summarize ideas presented orally.	– Communicate with fluency in social and academic contexts.
3. Did I read the words aloud?	– Associate letters with sounds and objects.	– Follow text read aloud.	– Identify frequently used root words to make meaning.	– Use an array of reading strategies.	– Differentiate and apply multiple meanings of words/phrases.
4. Did I identify the title and the author?	– Find single word responses to WH-questions (e.g., “who,” “what,” “when,” “where”).	– Find information from text structure (e.g., titles, graphs, glossary).	– Answer questions about explicit information in texts.	– Use an array of reading strategies (e.g., skim and scan for information).	– Infer meaning from modified grade-level text.
5. Did I read the story with expression?	– Match content-related objects/pictures to words.	– Locate main ideas in a series of simple sentences.	– Identify topic sentences, main ideas, and details in paragraphs.	– Use an array of reading strategies (e.g., skim and scan for information).	– Infer meaning from modified grade-level texts.
6. Did I self-correct my errors while reading aloud?	– Recognize concepts of print.	– Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.	– Use context clues in reading.	– Use an array of reading strategies (e.g., skim and scan for information).	– Infer meaning from modified grade-level texts.

Lessons #	Level 1	Level 2	Level 3	Level 4	Level 5
<p><u>Reading Comprehension I</u> Lessons 14, 29, 44 Objectives</p> <p>1. Did I speak in complete sentences?</p> <p>2. Did I say the names of the letters?</p> <p>3. Did I read aloud with expression?</p> <p>4. Did I self-correct my errors while reading aloud?</p> <p>5. Did I ask and answer questions about the story</p>	<p>– Begin to use general and high frequency vocabulary.</p> <p>– Associate letters with sounds and objects.</p> <p>– Match content-related objects/ pictures to words.</p> <p>– Recognize concepts of print.</p> <p>– Answer yes/no and choice questions. – Answer select WH-questions (e.g., "who," "what," "when," "where").</p>	<p>– Describe situations from modeled sentences.</p> <p>– Follow text read aloud.</p> <p>– Locate main ideas in a series of simple sentences.</p> <p>– Use pre-taught vocabulary (e.g., word banks) to complete simple sentences.</p> <p>– Make requests. – Describe situations from modeled sentences.</p>	<p>– State big/main ideas with some supporting details.</p> <p>– Identify topic sentences, main ideas, and details in paragraphs.</p> <p>– Use context clues in reading.</p> <p>– Ask for clarification (e.g., self-monitor). – State big/main ideas with some supporting details.</p>	<p>– Paraphrase and summarize ideas presented orally.</p> <p>– Use an array of reading strategies (e.g., skim and scan for information).</p> <p>– Use an array of reading strategies (e.g., skim and scan for information).</p> <p>– Explain and compare content-based concepts. – Connect ideas with supporting details/ evidence.</p>	<p>– Communicate with fluency in social and academic contexts.</p> <p>– Infer meaning from modified grade-level texts.</p> <p>– Infer meaning from modified grade-level texts.</p> <p>– Communicate with fluency in social and academic contexts. – Discuss and give examples of abstract, content-based ideas.</p>

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<p><u>Reading Comprehension II</u> Lessons 15, 30, 45</p> <p>Objectives</p> <p>1. Did I speak in complete sentences?</p> <p>2. Did I read the words aloud?</p> <p>3. Did I retell the story using many words?</p> <p>4. Did I self-correct my errors while reading aloud?</p>	<ul style="list-style-type: none"> – Begin to use general and high frequency vocabulary. 	<ul style="list-style-type: none"> – Describe situations from modeled sentences. 	<ul style="list-style-type: none"> – State big/main ideas with some supporting details. 	<ul style="list-style-type: none"> – Paraphrase and summarize ideas presented orally. 	<ul style="list-style-type: none"> – Communicate with fluency in social and academic contexts.
	<ul style="list-style-type: none"> – Associate letters with sounds and objects. 	<ul style="list-style-type: none"> – Follow text read aloud. 	<ul style="list-style-type: none"> – Identify frequently used root words to make meaning. 	<ul style="list-style-type: none"> – Use an array of reading strategies. 	<ul style="list-style-type: none"> – Differentiate and apply multiple meanings of words/phrases.
	<ul style="list-style-type: none"> – Repeat words, short phrases, memorized chunks. – Begin to use general and high frequency vocabulary. 	<ul style="list-style-type: none"> – Convey content through high frequency words/phrases. – Stage big/main ideas of classroom conversation. 	<ul style="list-style-type: none"> – Retell/rephrase ideas from speech. – Give brief oral content-based presentations. 	<ul style="list-style-type: none"> – Paraphrase and summarize ideas presented orally. – Explain and compare content-based concepts. 	<ul style="list-style-type: none"> – Communicate with fluency in social and academic contexts. – Negotiate meaning in group discussions.
	<ul style="list-style-type: none"> – Recognize concepts of print. 	<ul style="list-style-type: none"> – Use pre-taught vocabulary (e.g., word banks) to complete simple sentences. 	<ul style="list-style-type: none"> – Use context clues in reading. 	<ul style="list-style-type: none"> – Use an array of reading strategies (e.g., skim and scan for information). 	<ul style="list-style-type: none"> – Infer meaning from modified grade-level texts.