

Writing	With visual, graphic or interactive support students can	With appropriate visual, graphic or interactive support students can	With visual, graphic or interactive support, as necessary, students can	With visual, graphic or interactive support, if necessary, students can	<ol style="list-style-type: none"> 1. Create content-based representations through pictures and words 2. Make “story books” with drawings and words 3. Produce words/phrases independently 4. Relate everyday experiences using phrases/short sentences
	1. Draw pictures and scribble	1. Connect oral language to print (e.g., language experience)	1. Communicate using letters, symbols, and numbers in context	1. Produce symbols and strings of letters associated with pictures	
	2. Circle or underline pictures, symbols, and numbers	2. Reproduce letters, symbols, and numbers from models in context	2. Make illustrated “notes” and cards with distinct letter combinations	2. Draw pictures and use words to tell a story	
	3. Trace figures and letters	3. Copy icons of familiar environmental print	3. Make connections between speech and writing	3. Label familiar people and objects from models	
	4. Make symbols, figures or letters from models and realia (e.g., straws, clay)	4. Draw objects from models and label with letters	4. Reproduce familiar words from labeled models	4. Produce familiar words/phrases from environmental print and illustrated text	

Standard Three – Grades 1-2					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Follow modeled, one-step oral directions (e.g., “Find a pencil.”) 2. Identify pictures of everyday objects as stated orally (e.g., in books) 3. Point to real-life objects reflective of content related vocabulary or oral statements 4. Mimic gestures or movement associated with statements (e.g., “This is my left hand.”) 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Match oral reading of stories to illustrations 2. Carry out two- to three step oral commands (e.g., “Take out your math book. Now turn to page 25.”) 3. Sequence a series of oral statements using real objects or pictures 4. Locate objects described orally 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Follow modeled multi-step oral directions 2. Sequence pictures of stories read aloud (e.g., beginning, middle, and end) 3. Match people with jobs or objects with functions based on oral descriptions 4. Classify objects according to descriptive oral statements 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information 2. Find details in illustrated, narrative, or expository text read aloud 3. Identify illustrated activities from oral descriptions 4. Locate objects, figures, places based on visuals and detailed oral descriptions 	<ol style="list-style-type: none"> 1. Use context clues to gain meaning from grade-level text read orally 2. Apply ideas from oral discussions to new situations 3. Interpret information from oral reading of narrative or expository text 4. Identify ideas/concepts expressed with grade-level content-specific language