

Reading	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Associate letters with sounds and objects 2. Match content-related objects/pictures to words 3. Identify common symbols, signs, and words 4. Recognize concepts of print 5. Find single word responses to WH-questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text 6. Use picture dictionaries/illustrated glossaries 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Sequence illustrated text of fictional and non-fictional events 2. Locate main ideas in a series of simple sentences 3. Find information from text structure (e.g., titles, graphs, glossary) 4. Follow text read aloud (e.g., tapes, teacher, paired-readings) 5. Sort/group pre-taught words/phrases 6. Use pre-taught vocabulary (e.g., word banks) to complete simple sentences 7. Use L1 to support L2 (e.g., cognates) 8. Use bilingual dictionaries and glossaries 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Identify topic sentences, main ideas, and details in paragraphs 2. Identify multiple meanings of words in context (e.g., “cell,” “table”) 3. Use context clues 4. Make predictions based on illustrated text 5. Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”) 6. Differentiate between fact and opinion 7. Answer questions about explicit information in texts 8. Use English dictionaries and glossaries 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Order paragraphs 2. Identify summaries of passages 3. Identify figurative language (e.g., “dark as night”) 4. Interpret modified text 5. Match cause to effect 6. Identify specific language of different types of informational texts 7. Use an array of strategies (e.g., skim and scan for information) 	<ol style="list-style-type: none"> 1. Differentiate and apply multiple meanings of words/phrases 2. Apply strategies to new situations 3. Infer meaning from modified grade-level text 4. Critique material and support argument 5. Sort grade-level text by genre
Writing	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Draw content-related pictures 2. Produce high frequency words 3. Label pictures and graphs 4. Create vocabulary/concept cards 5. Generate lists from pretaught words/phrases and word banks (e.g., create menu from list of food groups) 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Complete pattern sentences 2. Extend “sentence starters” with original ideas 3. Connect simple sentences 4. Complete graphic organizers/forms with information 5. Respond to yes/no, choice, and some WH- questions 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Produce short paragraphs with main ideas and some details (e.g., column notes) 2. Create compound sentences (e.g., with conjunctions) 3. Explain steps in problem-solving 4. Compare/contrast information, events, phenomena 5. Give opinions, preferences, and reactions along with reasons 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Create multiple-paragraph reports 2. Justify hypotheses 3. Produce science reports 4. Use details/examples to support ideas 5. Use transition words to create cohesive passages 6. Compose intro/body/conclusion 7. Paraphrase or summarize text 8. Take notes (e.g., for research) 	<ol style="list-style-type: none"> 1. Create expository text to explain graphs/charts 2. Produce research reports using multiple sources/citations 3. Begin using analogies 4. Critique media or articles