

Reading	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Match visual representations to words/phrases 2. Read everyday signs, symbols, schedules, and school-related words/phrases 3. Respond to WH- questions related to illustrated text 4. Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) 2. Classify or organize information presented in visuals or graphs 3. Follow multi-step instructions supported by visuals or data 4. Match sentence-level descriptions to visual representations 5. Compare content-related features in visuals and graphics 6. Locate main ideas in a series of related sentences 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Apply multiple meanings of words/phrases to social and academic contexts 2. Identify topic sentences or main ideas and details in paragraphs 3. Answer questions about explicit information in texts 4. Differentiate between fact and opinion in text 5. Order paragraphs or sequence information within paragraphs 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Compare/contrast authors' points of view, information, or events 2. Interpret visually- or graphically-supported information 3. Infer meaning from text 4. Match cause to effect 5. Evaluate usefulness of data or information supported visually or graphically 	<ol style="list-style-type: none"> 1. Interpret grade-level test 2. Synthesize grade-level expository text 3. Draw conclusions from different sources of informational text 4. Infer significance of data or information in grade-level material 5. Identify evidence of bias and credibility of source
Writing	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Label content-related diagrams, pictures from word/phrase banks 2. Provide personal information on forms read orally 3. Produce short answer responses to oral questions with visual support 4. Supply missing words in short sentences about comprehensible content 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Make content-related lists of words, phrases, or expressions 2. Take notes using graphic organizers or models 3. Formulate yes/no, choice and WH- questions from models 4. Correspond for informal purposes on science issues (e.g., memos, e-mails, notes) 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Complete reports from templates 2. Compose short narrative and expository pieces 3. Outline ideas and details using graphic organizers 4. Compare and reflect on performance against criteria (e.g., rubrics) 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Summarize content-related notes from lectures or text 2. Revise work based on narrative or oral feedback 3. Compose narrative and expository text for a variety of purposes 4. Justify or defend ideas and opinions 5. Produce content-related reports 	<ol style="list-style-type: none"> 1. Produce research reports from multiple sources 2. Create original pieces that represent the use of a variety of genres and discourses 3. Critique, peer-edit and make recommendations on others' writing from rubrics 4. Explain, with details, phenomena, processes, procedures