

Speaking	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Answer yes/no or choice questions within context of lessons or personal experiences 2. Provide identifying information about self 3. Name everyday objects and pre-taught vocabulary 4. Repeat words, short phrases, memorized chunks of language 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Describe persons, places, events, or objects 2. Ask WH- questions to clarify meaning 3. Give features of content-based material (e.g., time periods) 4. Characterize issues, situations, regions shown in illustrations 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Suggest ways to resolve issues or pose solutions 2. Compare/contrast features, traits, characteristics using general and some specific language 3. Sequence processes, cycles, procedures, or events 4. Conduct interviews or gather information through oral interaction 5. Estimate, make predictions or pose hypotheses from models 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Take a stance and use evidence to defend it 2. Explain content-related issues and concepts 3. Compare and contrast points of view 4. Analyze and share pros and cons of choices 5. Use and respond to gossip, slang, and idiomatic expressions 6. Use speaking strategies (e.g., circumlocution) 	<ol style="list-style-type: none"> 1. Give multimedia oral presentations on grade-level material 2. Engage in debates on content-related issues using technical language 3. Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) 4. Negotiate meaning in pairs or group discussions
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, characters, 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 literature 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