

Speaking	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Repeat simple words, phrases, and memorized chunks of language 2. Respond to visually supported (e.g., calendar) questions of academic content with one word or phrase 3. Identify and name everyday objects 4. Participate in whole group chants and songs 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Use first language to fill in gaps in oral English (code switch) 2. Repeat facts or statements 3. Describe what people do from action pictures (e.g., jobs of mathematicians) 4. Compare real-life objects (e.g., “smaller,” “biggest”) 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Ask questions of a social nature 2. Express feelings (e.g., “I’m happy because...”) 3. Retell simple word problems from picture cues 4. Sort and explain grouping of objects (e.g., hexagons v. quadrilaterals) 5. Make predictions or hypotheses 6. Distinguish features of content-based phenomena (e.g., pentagons, cubes) 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Ask questions for social and academic purposes 2. Participate in class discussions on familiar social and academic topics 3. Retell stories with details 4. Sequence stories with transitions 	<ol style="list-style-type: none"> 1. Use academic vocabulary in class discussions 2. Express and support ideas with examples 3. Give oral presentations on content-based topics approaching grade level 4. Initiate conversation with peers and teachers
Reading	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Identify symbols, icons, and environmental print 2. Connect print to visuals 3. Match real-life familiar objects to labels 4. Follow directions using diagrams or pictures 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Search for pictures associated with word patterns 2. Identify and interpret pretaught labeled diagrams 3. Match voice to print by pointing to icons, letters, or illustrated words 4. Sort words into word families 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Make text-to-self connections with prompting 2. Select titles to match a series of pictures 3. Sort illustrated content words into categories 4. Match phrases and sentences to pictures 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Put words in order to form sentences 2. Identify basic elements of word problems 3. Follow sentence-level directions 4. Distinguish between general and specific language (e.g., quadrilateral v. square) in context 	<ol style="list-style-type: none"> 1. Begin using features of non-fiction text to aid comprehension 2. Use learning strategies (e.g., context clues) 3. Identify main ideas 4. Match figurative language to illustrations (e.g., “as big as a house”)
Writing	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Copy written language 2. Use first language (L1, when L1 is a medium of instruction) to help form words in English 3. Communicate through drawings 4. Label familiar objects or pictures 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Provide information using graphic organizers 2. Generate lists of words/phrases from banks or walls 3. Complete modeled sentence starters (e.g., “The sum is _.”) 4. Describe people, places, or objects from illustrated examples and models 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Engage in prewriting strategies (e.g., use of graphic organizers) 2. Form simple sentences using word/phrase banks 3. Participate in interactive journal writing 4. Give content-based information using visuals or graphics 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Produce original sentences 2. Create messages for social purposes (e.g., invitation) 3. Compose journal entries about personal experiences 4. Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ol style="list-style-type: none"> 1. Create a related series of sentences in response to prompts 2. Produce content-related sentences 3. Compose word problems 4. Explain processes or procedures using connected sentences