

<b>Speaking</b>	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Answer yes/no and choice questions</li> <li>2. Begin to use general and high frequency vocabulary</li> <li>3. Repeat words, short phrases, memorized chunks</li> <li>4. Answer select WH-questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences</li> </ol>	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Convey content through high frequency words/phrases</li> <li>2. State big/main ideas of classroom conversation</li> <li>3. Describe situations from modeled sentences</li> <li>4. Describe routines and everyday events</li> <li>5. Express everyday needs and wants</li> <li>6. Communicate in social situations</li> <li>7. Make requests</li> </ol>	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> <li>1. Begin to express time through multiple tenses</li> <li>2. Retell/rephrase ideas from speech</li> <li>3. Give brief oral content-based presentations</li> <li>4. State opinions</li> <li>5. Connect ideas in discourse using transitions (e.g., “but,” “then”)</li> <li>6. Use different registers inside and outside of class</li> <li>7. State big/main ideas with some supporting details</li> <li>8. Ask for clarification (e.g., self-monitor)</li> </ol>	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> <li>1. Paraphrase and summarize ideas presented orally</li> <li>2. Defend a point of view</li> <li>3. Explain outcomes</li> <li>4. Explain and compare content-based concepts</li> <li>5. Connect ideas with supporting details/evidence</li> <li>6. Substantiate opinions with reasons and evidence</li> </ol>	<ol style="list-style-type: none"> <li>1. Defend a point of view and give reasons</li> <li>2. Use and explain metaphors and similes</li> <li>3. Communicate with fluency in social and academic contexts</li> <li>4. Negotiate meaning in group discussions</li> <li>5. Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</li> </ol>
<b>Reading</b>	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Associate letters with sounds and objects</li> <li>2. Match content-related objects/pictures to words</li> <li>3. Identify common symbols, signs, and words</li> <li>4. Recognize concepts of print</li> <li>5. Find single word responses to WH-questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text</li> <li>6. Use picture dictionaries/illustrated glossaries</li> </ol>	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Sequence illustrated text of fictional and non-fictional events</li> <li>2. Locate main ideas in a series of simple sentences</li> <li>3. Find information from text structure (e.g., titles, graphs, glossary)</li> <li>4. Follow text read aloud (e.g., tapes, teacher, paired-readings)</li> <li>5. Sort/group pre-taught words/phrases</li> <li>6. Use pre-taught vocabulary (e.g., word banks) to complete simple sentences</li> <li>7. Use L1 to support L2 (e.g., cognates)</li> <li>8. Use bilingual dictionaries and glossaries</li> </ol>	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> <li>1. Identify topic sentences, main ideas, and details in paragraphs</li> <li>2. Identify multiple meanings of words in context (e.g., “cell,” “table”)</li> <li>3. Use context clues</li> <li>4. Make predictions based on illustrated text</li> <li>5. Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”)</li> <li>6. Differentiate between fact and opinion</li> <li>7. Answer questions about explicit information in texts</li> <li>8. Use English dictionaries and glossaries</li> </ol>	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> <li>1. Order paragraphs</li> <li>2. Identify summaries of passages</li> <li>3. Identify figurative language (e.g., “dark as night”)</li> <li>4. Interpret adapted classics or modified text</li> <li>5. Match cause to effect</li> <li>6. Identify specific language of different genres and informational texts</li> <li>7. Use an array of strategies (e.g., skim and scan for information)</li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiate and apply multiple meanings of words/phrases</li> <li>2. Apply strategies to new situations</li> <li>3. Infer meaning from modified grade-level text</li> <li>4. Critique material and support argument</li> <li>5. Sort grade-level text by genre</li> </ol>