

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