

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