

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Following directions	Follow one-step oral commands supported visually or modeled	Follow two-step oral commands supported visually that involve language of request (e.g., “Please open your book <i>and</i> point to a picture.”)	Follow multi-step oral commands supported visually that incorporate language of request (e.g., “I’m asking you to close your book, put it in your desk and get in line.”)	Follow a series of oral directions supported visually that involve language of request (e.g., “First, I would like you to... Then, please... Finally,...”)	Follow multiple linguistically complex oral directions that involve language of request (e.g., “Before you wash your hands, please be so kind as to clean up the mess under your desk.”)	
SPEAKING	Personal information/ Opinions	Produce words in response to WH-questions about self from picture prompts and models	Produce phrases or short sentences in response to personal, open-ended questions from picture prompts	Use sentences to provide information about self or opinions in response to picture prompts	Express connected ideas to relate personal information or opinions using picture prompts	Provide extended discourse with justification in regard to personal information or opinions	
READING	Leisure activities	Select general themes related to leisure activities from pictures and words or phrases (e.g., “Play ball.”)	Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule)	Identify overall message from visually or graphically supported examples of leisure activities	Compare information from visually or graphically supported text on leisure activities (e.g., soccer schedule for September and October)	Infer information on leisure activities from text (e.g., soccer team’s travel schedule)	
WRITING	Rules or procedures	Produce words/phrases associated with school rules or procedures from illustrated scenes and models	List dos and don’ts regarding school rules or procedures from illustrated scenes (e.g., “Don’t run in the halls.”)	Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom)	Explain the usefulness or importance of school rules or procedures from illustrated scenes of specific situations	Discuss or propose modifications to or consequences of breaking school rules or procedures	