

9-12

Standards

1 An English learner with significant cognitive disabilities can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. 9-12.1

- a With prompting and support, use an increasing range of strategies to: • summarize information from oral presentations or simple written texts. • identify two or more central ideas or themes in oral presentations or simple written texts. • identify supporting details and how they support central ideas or themes in oral presentations or simple written texts. 9-12.1.A
- b With prompting and support, use an emerging set of strategies to: • identify the main topic in oral presentations and simple written texts. • retell a few key details from oral presentations and simple written texts. 9-12.1.B
- c With prompting and support, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts. 9-12.1.C

2 An English learner with significant cognitive disabilities can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 9-12.2

- a With prompting and support: • participate in short conversations, written exchanges and answer simple questions • respond to the ideas of others or express one's own ideas about familiar topics and texts. 9-12.2.A
- b With prompting and support: • participate in short conversations. • participate in short written exchanges. • respond to questions and wh- questions about familiar topics and texts. 9-12.2.B
- c With prompting and support: • participate in short conversations. • participate in short written exchanges. • respond to simple questions and some wh- questions about familiar topics and texts. 9-12.2.C

3 An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics. 9-12.3

- a With prompting and support: • deliver presentations or information. • compose written text • about familiar texts, topics, experiences or events. 9-12.3.A
- b With prompting and support: • communicate information • compose written text about familiar texts, topics, experiences or events. 9-12.3.B
- c With prompting and support: • communicate information • about familiar texts, topics and experiences. 9-12.3.C

4 An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence. 9-12.4

- a With prompting and support: • provide information • provide a few reasons or facts to support the information about a familiar topic. 9-12.4.A
- b With prompting and support: • provide information • provide one or two reasons or facts to support the information about a familiar topic. 9-12.4.B
- c With prompting and support: • express an opinion about a familiar topic. 9-12.4.C

5 An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems. 9-12.5

- a With prompting and support: • gather information from several provided sources paraphrase information in a short written or oral report. 9-12.5.A
- b With prompting and support: • gather information from some provided sources. • retell information, using illustrations, diagrams or other graphics. 9-12.5.B
- c With prompting and support: • gather information from a few provided sources. • label information from provided sources. 9-12.5.C

6 An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing. 9-12.6

- a With prompting and support: • retell the main point an author or speaker makes. • indicate whether author or speaker's main point is supported or not. 9-12.6.A
- b With prompting and support: • identify a main point an author or speaker makes. • identify a reason an author or speaker gives to support a main idea. 9-12.6.B
- c With prompting and support: • identify a point an author or speaker makes. 9-12.6.C

7 An English learner with significant cognitive disabilities can adapt language choices to purpose, task, and audience when speaking and writing. 9-12.7

- a With prompting and support: • use language appropriate for a purpose, task and audience. • use an increasing number of general academic and content-specific words and phrases showing increasing control in speech and writing. 9-12.7.A
- b With prompting and support: • use language appropriate for a task and audience. • use some frequently occurring general academic and content-specific words and phrases showing developing control in speech and writing. 9-12.7.B
- c With prompting and support: • recognize the meaning of some words learned through conversations, reading and being read to. 9-12.7.C

8 An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text. 9-12.8

- a With prompting and support and using context, increasingly complex visual aids, reference materials and knowledge of English: • determine the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences or events. 9-12.8.A
- b With prompting and support and using context, visual aids, reference materials and knowledge of English: • determine the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar topics, experiences or events. 9-12.8.B
- c With prompting and support and relying heavily on context, visual aids and communicative experience: • recognize the meaning of a few frequently occurring words, phrases and expressions in texts about familiar topics, experiences or events. 9-12.8.C

9 An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text. 9-12.9

- a With prompting and support: • communicate a few pieces of information about a familiar topic. • retell a sequence of events or steps in a process. • use an increasing range of linking and temporal words and common transitional words and phrases with increasing control. 9-12.9.A
- b With prompting and support: • communicate simple information about an event or familiar topic. • retell a short sequence of events. • use some frequently occurring linking and temporal words and some common transitional words with emerging control. 9-12.9.B
- c With prompting and support: • communicate simple information about an event or familiar topic. • use a narrow range of frequently occurring vocabulary and simple sentences with limited control. 9-12.9.C

10 An English learner with significant cognitive disabilities can make accurate use of standard English to communicate in grade-appropriate speech and writing. 9-12.10

- a With prompting and support: • recognize and accurately use a variety of words and phrases. • recognize and use simple clauses (e.g., independent, dependent, relative, adverbial). • produce simple, compound and complex sentences. 9-12.10.A
- b With prompting and support: • recognize and use frequently occurring nouns, verbs, adjectives, adverbs, prepositions and conjunctions to produce simple and compound sentences. 9-12.10.B
- c With prompting and support: • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions and prepositions. • respond to simple questions (e.g., yes or no, wh- questions). 9-12.10.C

**RECEPTIVE MODALITY:
Listening and Reading**

1 An English learner with significant cognitive disabilities can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. 9-12.LR.1

- a With prompting and support, use an increasing range of strategies to: • summarize information from oral presentations or simple written texts. • identify two or more central ideas or themes in oral presentations or simple written texts. • identify supporting details and how they support central ideas or themes in oral presentations or simple written texts 9-12.LR.1.A
- b With prompting and support, use an emerging set of strategies to: • identify the main topic in oral presentations and simple written texts. • retell a few key details from oral presentations and simple written texts. 9-12.LR.1.B
- c With prompting and support, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts. 9-12.LR.1.C

8 An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text. 9-12.LR.8

- a With prompting and support and using context, increasingly complex visual aids, reference materials and knowledge of English: • determine the meaning of general academic and content-specific words and a growing number of expressions in texts about a variety of topics, experiences or events. 9-12.LR.8.A
- b With prompting and support and using context, visual aids, reference materials and knowledge of English: • determine the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar topics, experiences or events. 9-12.LR.8.B
- c with prompting and support and relying heavily on context, visual aids and communicative experience: • recognize the meaning of a few frequently occurring words, phrases and expressions in texts about familiar topics, experiences or events 9-12.LR.8.C

**PRODUCTIVE MODALITY:
Speaking and Writing**

3 An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics. 9-12.SW.3

- a With prompting and support: • deliver presentations or information. • compose written text about familiar texts, topics, experiences or events. 9-12.SW.3.A
- b With prompting and support: • communicate information • compose written text about familiar texts, topics, experiences or events. 9-12.SW.3.B
- c With prompting and support: • communicate information about familiar texts, topics and experiences. 9-12.SW.3.C

4 An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence. 9-12.SW.4

- a With prompting and support: • provide information • provide a few reasons or facts to support the information about a familiar topic. 9-12.SW.4.A
- b With prompting and support: • provide information • provide one or two reasons or facts to support the information about a familiar topic. 9-12.SW.4.B

- c With prompting and support: • express an opinion about a familiar topic. 9-12.SW.4.C

7 An English learner with significant cognitive disabilities can adapt language choices to purpose, task, and audience when speaking and writing. 9-12.SW.7

- a With prompting and support: • use language appropriate for a purpose, task and audience. • use an increasing number of general academic and content-specific words and phrases showing increasing control in speech and writing. 9-12.SW.7.A
- b With prompting and support: • use language appropriate for a task and audience. • use some frequently occurring general academic and content-specific words and phrases showing developing control in speech and writing. 9-12.SW.7.B
- c With prompting and support: • recognize the meaning of some words learned through conversations, reading and being read to. 9-12.SW.7.C

**INTERACTIVE MODALITY:
Listening, Speaking,
Reading and Writing**

2 An English learner with significant cognitive disabilities can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 9-12.LSRW.2

- a With prompting and support: • participate in short conversations, written exchanges and answer simple questions • respond to the ideas of others or express one's own ideas about familiar topics and texts. 9-12.LSRW.2.A
- b With prompting and support: • participate in short conversations. • participate in short written exchanges. • respond to questions and wh- questions about familiar topics and texts. 9-12.LSRW.2.B
- c With prompting and support: • participate in short conversations. • participate in short written exchanges. • respond to simple questions and some wh- questions about familiar topics and texts. 9-12.LSRW.2.C

5 An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems. 9-12.LSRW.5

- a With prompting and support: • gather information from several provided sources paraphrase information in a short written or oral report. 9-12.LSRW.5.A
- b With prompting and support: • gather information from some provided sources. • retell information, using illustrations, diagrams, or other graphics. 9-12.LSRW.5.B
- c With prompting and support: • gather information from a few provided sources. • label information from provided sources. 9-12.LSRW.5.C

6 An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing. 9-12.LSRW.6

- a With prompting and support: • retell the main point an author or speaker makes. • indicate whether author or speaker's main point is supported or not. 9-12.LSRW.6.A
- b With prompting and support: • identify a main point an author or speaker makes. • identify a reason an author or speaker gives to support a main idea. 9-12.LSRW.6.B

- c With prompting and support: • identify a point an author or speaker makes. 9-12 . LSRW . 6 . C