

Grade 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. 1.1

a With prompting and support, use an increasing range of strategies to: 1.1.A

answer questions about key details

retell basic information from read-alouds, oral presentations and simple written texts.

b With prompting and support, use an emerging set of strategies to: 1.1.B

identify key words and main topics from read-alouds, oral presentations, and simple written texts.

Emerging set of strategies may include using word phrases, sentence frames, pictorial sentence frames.

c With prompting and support, use a very limited set of strategies to: 1.1.C

identify a few key words from readalouds, oral presentations and simple written texts.

Limited set of strategies may include matching identical pictures, making a choice between two pictures and choosing the real item (realia).

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. 1.2

a With prompting and support: 1.2.A

participate in short conversations

respond to simple yes and no questions and wh- questions

follow some rules for discussion about familiar topics.

b With prompting and support: 1.2.B

listen with some participation in short conversations.

respond to simple yes and no questions and wh- questions.

follow simple rules for discussion about familiar topics.

c With prompting and support: 1.2.C

listen with limited participation in short conversations.

respond to simple yes/no questions about familiar topics.

Limited participation: Pointing to pictures, eye contact – looking at the speaker, knocking, eye gazing, blinking, pointing nose, sounds.

An English learner with significant cognitive disabilities can speak and write about grade appropriate complex literary and informational texts and topics. 1.3

a With prompting and support: 1.3.A

tell or dictate simple information about familiar topics, stories, experiences or events.

b With prompting and support: 1.3.B

communicate simple messages about familiar topics, experiences or events.

c With prompting and support: 1.3.C

communicate simple information or feelings about familiar topics or experiences.

An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence. 1.4

a With prompting and support: 1.4.A

express an opinion or preference about familiar topics, stories, experiences or events.

b With prompting and support: 1.4.B

identify a feeling or opinion about familiar topics, experiences or events.

c With prompting and support: 1.4.C

indicate a feeling or opinion about familiar topics or experiences.

An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems. 1.5

a With prompting and support: 1.5.A

participate in shared research projects

answer a question from provided sources showing increasing control.

b With prompting and support: 1.5.B

participate in shared research projects.

retell key information from provided sources showing emerging control.

c With prompting and support: 1.5.C

participate in shared research projects.

label information from provided sources showing limited control.

An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing. 1.6

a With prompting and support: 1.6.A

identify key details that support the main idea of a simple presentation on a familiar topic.

b With prompting and support: 1.6.B

identify a key detail that supports the main idea of a simple presentation on a familiar topic.

c With prompting and support: 1.6.C

identify the main idea of a simple presentation of a familiar topic.

An English learner with significant cognitive disabilities adapt language choices to purpose, task, and audience when speaking and writing. 1.7

a With prompting and support: 1.7.A

show awareness of the difference between appropriate language for the playground and language for the classroom.

b With prompting and support: 1.7.B

show a developing awareness of the difference between appropriate language for the playground and language for the classroom.

c With prompting and support: 1.7.C

indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences.

indicate awareness of the appropriate language for the playground and for the classroom.

An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text. 1.8

a With prompting and support: 1.8.A

answer and sometimes ask simple questions to help determine the meaning of some less-frequently occurring words and phrases in simple oral presentations, read-alouds, and simple texts about familiar topics, experiences or events.

b With prompting and support: 1.8.B

answer simple questions to help determine the meaning of some frequently occurring words and phrases.

in simple oral presentations, read-alouds, and simple texts about familiar topics, experiences or events.

c With prompting and support: 1.8.C

recognize the meaning of a few frequently occurring words.

in simple oral presentations and readalouds about familiar topics, experiences or events.

An English learner with significant cognitive disabilities can create clear and coherent grade appropriate speech and text. 1.9

a With prompting and support: 1.9.A

retell two or three events in sequence of events.

communicate simple information about a familiar topic with increasing control of some temporal words (e.g., next, after) and some frequently occurring linking words.

b With prompting and support: 1.9.B

retell a simple sequence of events.

communicate simple information about a familiar topic with developing control of some frequently occurring linking words.

c With prompting and support: 1.9.C

communicate a familiar event or simple information about a familiar topic.
with emerging control of some frequently occurring linking words.

An English learner with significant cognitive disabilities can make accurate use of standard English to communicate in grade appropriate speech and writing 1.10

a With prompting and support: 1.10.A

recognize and use an increasing number of nouns, verbs, prepositions and conjunctions.
produce simple and compound sentences on familiar topics.

b With prompting and support: 1.10.B

recognize and use a small number of frequently occurring nouns, verbs, prepositions and conjunctions.
produce simple sentences on a familiar topic.

c with prompting and support: 1.10.C

recognize and use a small number of frequently occurring nouns and verbs.
respond to simple questions (e.g., yes or no, wh- questions).