

Grade Band 2-3

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. 2-3.1

- a With prompting and support, use an increasing range of strategies to:** 2-3.1.A
 - answer questions about key details.
 - retell parts of a story from read-alouds, simple written texts and oral presentations.

- b With prompting and support, use an emerging set of strategies to:** 2-3.1.B
 - identify the main topic or characters.
 - sequence information from read-alouds, simple written texts and oral presentations.

- c With prompting and support, use a very limited set of strategies to:** 2-3.1.C
 - identify a few key words and phrases from read-alouds, simple written texts and oral presentations.

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. 2-3.2

- a With prompting and support:** 2-3.2.A
 - participate in short conversations.
 - ask and answer simple questions to exchange ideas or information, or to clarify for understanding.
 - follow some rules for discussion about familiar topics.

- b With prompting and support:** 2-3.2.B
 - listen to and participate in short conversations.
 - respond to simple yes or no and whquestions.
 - follow simple rules for discussion about familiar topics.

- c With prompting and support:** 2-3.2.C
 - listen with occasional participation in short conversations.
 - respond to simple yes or no questions about familiar topics.

An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and

- a With prompting and support:** 2-3.3.A
 - deliver short presentations or information.
 - compose written text about familiar texts, topics, experiences or events.

informational texts and topics. 2-3.3

b With prompting and support: 2-3.3.B

communicate simple information.

compose simple written text about familiar texts, topics, experiences or events.

c With prompting and support: 2-3.3.C

communicate simple information about familiar texts, topics, experiences or events.

An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence. 2-3.4

a With prompting and support: 2-3.4.A

express a preference.

provide more than one reason for the preference

about a familiar topic or story.

b With prompting and support: 2-3.4.B

express a preference.

provide one reason for the preference about a familiar topic or story.

c With prompting and support: 2-3.4.C

express a preference about a familiar topic.

An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems. 2-3.5

a With prompting and support: 2-3.5.A

participate in shared research projects.

recall information from experience.

sort information from provided sources into categories.

b With prompting and support: 2-3.5.B

participate in shared research projects.

recall information from experience.

record key information from provided sources.

c With prompting and support: 2-3.5.C

participate in shared research projects.

label information from provided sources.

An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing. 2-3.6

a With prompting and support: 2-3.6.A

tell how one or two reasons support the specific points an author or a speaker makes on a familiar topic.

b With prompting and support: 2-3.6.B

identify a reason an author or a speaker gives to support the main point of a familiar topic.

c With prompting and support: 2-3.6.C

analyze and critique the arguments of others orally and in writing

An English learner with significant cognitive disabilities can adapt language choices to purpose, task, and audience when speaking and writing. 2-3.7

a With prompting and support: 2-3.7.A

use an increasing number of learned words, sounds, expressions and gestures appropriate for social and academic contexts. (e.g., playground, classroom) showing increasing control.

b With prompting and support: 2-3.7.B

use some learned words, sounds, expressions, and gestures, appropriate for social and academic contexts. (e.g., playground, classroom) showing developing control.

c With prompting and support: 2-3.7.C

recognize the meaning of some words learned through conversations, reading and being read to.

An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text. 2-3.8

a With prompting and support: 2-3.8.A

determine the meaning of some less frequently occurring words and phrases, some content-specific words, and some idiomatic expressions in simple oral discourse, read-alouds and simple written texts about familiar topics, experiences or events.

b With prompting and support: 2-3.8.B

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

c With prompting and support: 2-3.8.C

recognize the meaning of a few frequently occurring words in simple oral discourse, read-alouds and simple written texts about familiar topics, experiences or events.

An English learner with significant cognitive disabilities can create clear and coherent gradeappropriate speech and text. 2-3.9

a With prompting and support: 2-3.9.A

communicate a few pieces of information about a familiar topic.
retell a short sequence of events.
use some temporal words and common linking words with increasing control.

b With prompting and support: 2-3.9.B

communicate simple information about an event or familiar topic.
retell two events in sequence.
use some frequently occurring linking words with emerging control.

c With prompting and support: 2-3.9.C

communicate simple information about an event or familiar topic.

use a narrow range of frequently occurring vocabulary and simple sentences with limited control.

An English learner with significant cognitive disabilities can make accurate use of standard English to communicate in grade appropriate speech and writing. 2-

3.10

a With prompting and support: 2-3.10.A

recognize and use an increasing number of nouns, verbs, adjectives, adverbs and conjunctions.

produce simple and compound sentences (and at Grade 3, some complex sentences) on familiar topics.

b With prompting and support: 2-3.10.B

recognize and use a small number of frequently occurring nouns, verbs, adjectives, adverbs and conjunctions.

produce simple sentences on a familiar topic.

c With prompting and support: 2-3.10.C

recognize and use a small number of frequently occurring nouns and verbs.

respond to simple questions (e.g., yes or no, wh- questions).