Ohio's Learning Standards-Extended English Language Proficiency

Kindergarten through Grade 12

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Ohio Department of Education & Workforce

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Introduction to Ohio's Learning Standards-Extended: English Language Proficiency

Overview

Ohio's Learning Standards-Extended for English Language Proficiency have been developed for English learners with the most significant cognitive disabilities (hereafter, English learners with significant cognitive disabilities). They are guidelines for planning teams to use as they support students' English language development and complement extended standards in English language arts, mathematics, science and social studies. As such, they promote equitable and inclusive educational opportunities for English learners. This document provides background and explanation of how the standards are organized for use by educators and school teams. Some key definitions are below.

English learners are students who are learning English as a second or additional language and require linguistic support to access and engage with the general education curriculum.

English learners with significant cognitive disabilities are individuals who have one or more disabilities that significantly limit their intellectual functioning and adaptive behavior as documented in their individualized education programs and who are progressing toward English language proficiency in speaking, reading, writing and understanding. This working definition draws from a synthesis of the federal and state-level definitions of English learners and students with significant cognitive disabilities (ALTELLA, 2018).

Adaptive behavior is defined as the collection of conceptual, social and practical skills that enable students to function in their everyday lives. Adaptive behavior is a required diagnostic criterion of all systems defining intellectual and developmental disabilities.

Educator specialists may use the extended standards to provide instruction aligned to the Ohio English Language Proficiency Standards as they strive to meet each child's individual education needs. Taking equity and culturally relevant practices into consideration, educator specialists provide instruction of skills that include, but are not limited to, nonverbal and verbal communication, self-management, fine and gross motor, and social and emotional. The extensions to the Ohio English Language Proficiency Standards provide points of access to develop functional language related to daily living and life skills across the domains of listening, speaking, reading and writing. Individualized educational programs should include English language development skills, along with additional skills necessary to meet the individual education needs and transition planning goals of culturally and linguistically diverse students.

BACKGROUND

Students who are English learners with significant cognitive disabilities are a small but important group of students with unique learning needs. With recognition of the expertise and experience needed to support this population of students, the Department worked with the Council of

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Chief State School Officers (CCSSO, 2019) to develop extensions, adjusted in terms of depth, breadth and complexity, and align to the state's current [English Language Proficiency Standards](#).

The national working group, sponsored by the Council of Chief State School Officers, refined extensions to the ELPA21 English language proficiency standards through collaborative discussion, successive drafts and numerous rounds of feedback. The group received input from multiple sources with relevant expertise and experience, including educators from state departments of education and other education entities; Teachers of English to Speakers of Other Languages (TESOL) and intervention specialists; and other scholars with knowledge of the student population, assessment and measurement and English language learning and acquisition. The guidelines that follow reflect the intersection of standards-related work related to English language proficiency and the learning and achievement of students with significant cognitive disabilities.

Ohio's Learning Standards-Extended for English Language Proficiency offer teachers instructional points of entry for use in lesson and unit planning. The points of entry are quality indicators to assure that common, agreed-upon expectations are available to schools providing instruction that is aligned with the state's challenging academic learning standards. The extended English language proficiency standards address the essential English language functions, skills and knowledge needed for each child. To this end, they are tools for educators to plan and implement specialized instruction and develop individualized education programs. They provide common points of reference for communication with educators, families and students themselves around instruction and assessment.

Organization of the Standards

Ohio's Learning Standards-Extended for English learners with significant cognitive disabilities are aligned to the English Language Proficiency Standards that correspond to the content achievement standards that apply to all English learners. English language proficiency standards are specified for each of **six grade level bands**: Kindergarten; Grade 1; and Grade bands 2-3, 4-5, 6-8 and 9-12 (See Table 1).

- Ten English language proficiency standards are common across the grade-level bands. The standards reflect the language English learners need to engage in the **central, content-specific practices** associated with English language arts and literacy, mathematics and science, as well as **linguistic features** that function in support of the language necessary to engage in such content-specific practices.

- Three English language proficiency levels for each standard at each grade-level band address the question, "What might the language use look like at each English language proficiency level as an English learner with significant cognitive disabilities progresses toward full participation in grade-appropriate activities?" The **three complexity levels** are: A, B and C (A is the most complex and C is the least, as shown below).

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←――――――――――→		Least Complex
1.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	**1.3.a. Proficiency Indicator** With prompting and support: • tell or dictate simple information about familiar topics, stories, experiences or events.	**1.3.b. Proficiency Indicator** With prompting and support: • communicate simple messages about familiar topics, experiences or events.	**1.3.c. Proficiency Indicator** With prompting and support: • communicate simple information or feelings about familiar topics or experiences.

- The descriptions for each of the three English language proficiency levels reflect **targets of performance by the end of each English language proficiency level** in that grade band. However, students may demonstrate a range of abilities within each English language proficiency level. By describing the end of each English language proficiency level for each standard, the English language proficiency level descriptors reflect a linear progression across the proficiency levels of an aligned set of knowledge, skills and abilities. As with Ohio's general English Language Proficiency Standards, this is done for purposes of presentation and understanding; actual English language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Thus, the levels describe what a student knows and can do at a point in time in the student's English language development.
  - Highlighted under each learning standard complexity level are sample activities teachers may consider. These are provided in the interest of practical guidance. Intervention specialists and other educators may use these as starting points in the provision of effective standards-based instruction.

- Consistent with Ohio's general English Language Proficiency Standards, Ohio's Learning Standards-Extended for English Language Proficiency are **interrelated** and can be used separately or in combination with one another. Additionally, as in the original English

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Language Proficiency Standards, Standards 9 and 10 address the linguistic structures of English and are framed in relation to the Language Strand of Ohio's Learning Standards for English Language Arts.

- These extended standards can be framed in relation to the domains of listening, speaking, reading and writing, as well as to broader receptive, productive and interactive modalities. Table 2 shows the English language proficiency standards for English learners with significant cognitive disabilities organized by modality and domain.

ACCESSIBILITY

Teachers are strongly encouraged to consider the linguistic assets and needs of English learners as they plan and implement specially designed instruction. Ohio's Learning Standards-Extended for English Language Proficiency do not specify the individual accommodations or supports necessary for students to access the curriculum. Teams should consider the unique learning needs of each student and designate appropriate supports and services in the individualized education program. Parents are valuable partners to include in discussions regarding assistive technology, accommodations and other supports. Families should be provided with understandable communications, including qualified interpreters provided by the school.

TABLE 1. ORGANIZATION OF THE ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ENGLISH LEARNERS WITH SIGNIFICANT COGNITIVE DISABILITIES.

	Ohio English Language Proficiency Standards
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading and viewing.
2	Participate in grade-appropriate oral and written exchanges of information, ideas and analyses, responding to peer, audience or reader comments and questions.
3	Speak and write about grade-appropriate complex literary and information texts and topics.
4	Construct grade-appropriate oral and written claims.
5	Conduct research and evaluate and communicate findings to answer questions or solve problems.
6	Analyze and critique the arguments of others orally and in writing.
7	Adapt language choices to purpose, task and audience when speaking and writing.
8	Determine the meaning of words and phrases in oral presentations and literary and informational text.
9	Create clear and coherent grade-appropriate speech and text.
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing.

Standards 1 through 7 emphasize the importance of providing appropriate language supports across the academic content areas for a continuum of English language proficiency levels.

Standards 1 through 7 involve the language necessary for English learners with significant cognitive disabilities to engage in the central, content-specific practices associated with language and literacy, mathematics and science.

Standards 1 through 7 begin with a focus on receptive skills and progress to include expressive language skills that are integrated within communication.

Standards 1 through 7 provide schools and teachers with linguistic guideposts for all teachers of English learners to apply Ohio's Whole Child Framework, which promotes consideration of the **linguistic, intellectual and social development** necessary for each student to fully engage in learning and school.

Standards 8 through 10 focus on linguistic features, including discrete language skills and sentence-level elements (morphology and syntax). These language standards are the foundation for the academic language functions described in the seven standards that connect with each student's individualized education program.

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COMMUNICATION MODALITIES AND LANGUAGE DOMAINS

Ohio's Learning Standards-Extended for English Language Proficiency can be framed in relation to the domains of listening, speaking, reading and writing, as well as to broader receptive, productive and interactive modalities. Table 2 below shows the standards organized by modality and domain. Additional information about the communication modalities and domains are provided in the ELPA21 Achievement Level Descriptors. Note that individualized education program teams are encouraged to have critical conversations around ways to address the modalities and language domains for English learners with significant sensory-related disabilities (for example, English learners with significant cognitive disabilities who are deaf and/or blind). What accessibility features and tools are needed by this student population? How do such supports impact the assessment and instruction of the communication modalities and language domains?

TABLE 2: ORGANIZATION OF THE ENGLISH LANGUAGE PROFICIENCY STANDARDS BY MODALITY AND DOMAIN[1]

Modalities[2]	Domains	Corresponding English Language Proficiency Standards
Receptive modalities: This mode refers to the learner as a reader or listener/viewer working with "text" whose author or deliverer is not present or accessible. It presumes the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction (Phillips, 2008, p.96).	Listening and Reading	(1)Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. (8) Determine the meaning of words and phrases in oral presentations and literary informational text.
Productive modalities: This mode places the learner as speaker and writer for a "distant" audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose and generally abides by rules	Speaking and Writing	(3)Speak and write about grade-appropriate complex literary and information texts and topics. (4)Construct grade-appropriate oral and written claims.

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[1] Standards 9 and 10 are not shown in this table because they address linguistic structures.
[2] Contingent upon accessibility to the learner.

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of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback and revise before publication or broadcast (Phillips, 2008, p.96).		(7)Adapt language choice to purpose, task, and audience when speaking and writing.
Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener, where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops (Phillips, 2008, p.96).	Listening, Speaking, Reading, and Writing	(2)Participate in grade-appropriate oral and written exchanges of information, ideas and analyses, responding to peer, audience, or reader comments and questions. (5)Conduct research and evaluate and communicate findings to answer questions or solve problems. (6)Analyze and critique the arguments of others orally and in writing.

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Guiding Principles

The principles that guided the development of the original English Language Proficiency Standards (CCSSO, 2014, pp. 1-3) were refined for English learners with significant cognitive disabilities. Like the original English Language Proficiency Standards, there is some overlap of specific skills contributing to proficiency across standards, particularly skills related to interactive standards with receptive and productive standards. The principles are:

- **Student Potential:** English learners with significant cognitive disabilities have the potential to communicate in English in the same way as non-English learner peers who have significant cognitive disabilities. English learners with significant cognitive disabilities should be provided with supports to use English in school, community and home environments. They should have individualized education program goals and objectives that address engagement in a range of social and academic tasks. English language development for English learners with significant cognitive disabilities must be specific to the individual child, like the language development of their non-English learner peers.

- **Funds of Knowledge:** As with all English learners, the primary language(s) and other social, cultural and linguistic knowledge and experiences can help English learners with cognitive disabilities develop the social, cultural and linguistic competencies required for effective communication in English. That is, English learners have "funds of knowledge" that are assets to be recognized and reinforced (Moll, Amanti, Neff, & Gonzalez, 1992). Awareness of and sensitivity to students' funds of knowledge should be reflected in curriculum, instruction and assessment, because background knowledge and experiences affect students' interpretation of spoken and written texts, interactions and use of language (Sato, 2017).

- **Variability in Acquiring English Language Proficiency:** A student's ability to demonstrate proficiency at a particular English language proficiency level will depend on factors such as context, content-area focus, a student's level of development and unique communication needs as they relate to different abilities (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Thus, a student's designated English language proficiency level represents his or her typical current performance level, not a fixed status. A student's progress toward English language proficiency may vary depending on program type (for example, based on the student's individualized education program or language development program), age at which the student entered the program, initial English proficiency level, native language literacy, communicative competence and other factors. Proficiency levels and progress toward proficiency likely will vary across domains (listening, speaking, reading, writing) due to differences in communication modes; some students will demonstrate proficiency in a domain through related skills (for example, a deaf student demonstrating receptive language skills through sign language and reading and a hearing student demonstrating receptive language skills through listening and reading). There also are cultural aspects to communication, including nonverbal communication, that account for variability in acquiring English language proficiency among English learners with significant cognitive disabilities (Christensen & Shyyan, 2018; Sato, 2017).

- **Simultaneous Development of Language and Content Knowledge:** English learners with significant cognitive disabilities can develop English language and content-area knowledge, skills and abilities simultaneously (Shyyan & Christensen, 2018). That said, while content-area knowledge, skills and abilities are integrated with these standards, the focus of the standards for English learners with significant cognitive disabilities is on the development of English language proficiency to engage and participate in instruction in classrooms where English is the language of instruction, as well as to communicate in everyday school, community and home environments.

- **Recognizing and Addressing the Needs of Students with Limited or Interrupted Formal Education (SLIFE):** Older English learners with limited or interrupted formal education often lack basic language and literacy skills (for example, Kearns, Kleinert, Kleinert, Page, Thurlow & Quenemoen, 2015). All English learners with significant cognitive disabilities must be provided access to targeted supports that allow them to develop foundational literacy or communication skills in a focused and efficient time frame appropriate to their individual learning needs and accelerated to the extent possible.

- **Special Needs:** English learners with significant cognitive disabilities have both English language development and disability-related needs (Shyyan & Christensen, 2018). These students can benefit from English language development services that are specific to the individual child. Students may take slightly different paths toward English language proficiency. Additionally, these students may access information and demonstrate English language proficiency knowledge and skills differently. The English language proficiency standards provide common points of reference for planning, discussion and collaboration around specialized instruction that includes English language development to address the needs and assets of the whole child. Throughout the schooling of the English learner with disabilities, a Teacher of English to Speakers of Other Languages (TESOL) specialist or bilingual or English as a second language educator serves an important role, acting as a bridge to bring knowledge and skills around linguistic and cultural considerations that impact instruction. TESOL specialists are valuable members of the intervention teams that collaborate with families of English learners with disabilities.

- **Access to Supports and Accommodations:** Students who are English learners with significant cognitive disabilities, like all students with disabilities, have the right to receive instruction in the least restrictive environment, with access to supports and accommodations as determined by the individualized education program team. Educators should receive training to implement supports and accommodations as part of individualized, small- and whole-group instruction (such as scaffolding or visual organizers) and assessment (for example, use of a scribe, if allowed; familiar test administrator) to ensure they have access to instruction and assessment based on the English Language Proficiency Standards. When identifying the access supports and accommodations that should be considered for these students, the individualized education program process should be used to consider communication needs in relation to receptive and productive modalities (Shyyan, Gholson, & Christensen, 2018). The nature of the prompting and supports provided (such as duration) will depend on each student's language and disability needs.

- **Multimedia and Technology:** Multimedia technology should be considered in the design of curriculum, instruction and assessment processes for English learners with significant cognitive disabilities. New understandings of literacy (for example, visual and digital

literacies) have emerged around the use of information and communication technologies (International Reading Association, 2009). Relevant, strategic and appropriate multimedia tools and technology, aligned to the English language proficiency standards and consistent with the learning and instructional experiences of the student, should be integrated, as appropriate, considering the student's current modes of communication (for example, augmentative and alternative communication).

- **Neutral Approach:** These standards focus upon the language knowledge and skills English learners with significant cognitive disabilities need to develop to engage and participate in instruction in classrooms where English is the language of instruction, as well as to communicate in everyday school and home environments. These standards do not include curriculum statements nor are they intended to privilege or promote a particular instructional approach or program.
- **Collaboration:** Supporting communicative success of English learners with significant cognitive disabilities requires significant collaboration with realistic expectations. These standards are designed for collaborative use by English language development, special education and content area educators in both English language development and content-area instruction. Explicit recognition that language acquisition takes place across the content areas fosters collaboration among educators and caregivers or parents to improve students' learning experiences.

- **Parent Engagement:** Parents or guardians whose primary languages are languages other than English and who have limited English proficiency in one of the four domains of language proficiency (speaking, listening, reading or writing) should be supported with communications and information in languages they can understand throughout their children's schooling and transitions.

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Foundational Information

Information about English learners with significant cognitive disabilities served as a foundation for the development of these standards. Educators continue to learn about the diverse characteristics of these students, their instructional and assessment experiences and what college and career readiness means for them. See *A Framework for Understanding English Learners with Disabilities: Triple the Work* (Shyyan & Christensen 2018).

The following questions provide understanding of the continuum of English learners with significant cognitive disabilities. For a fuller discussion of the information that follows, as well as the standards development process, see *Establishing a Definition of English learners with Significant Cognitive Disabilities* (Christensen, Gholson, & Shyyan 2018).

CHARACTERISTICS

English learners with significant cognitive disabilities are students:

- Who are progressing toward English language proficiency;
- Whose primary home languages are languages other than English (as per U.S. Department of Education, 2016); and
- Who have one or more disabilities that significantly affect their cognitive functioning and adaptive behavior (such as cognitive and practical/functional skills that affect daily life and functioning) (Christensen, Gholson & Shyyan, 2018; Shyyan & Christensen, 2018; Thurlow, Liu, Goldstone, Albus & Rogers, 2018).

The current 13 disability categories in the Individuals with Disabilities Education Act (IDEA) can serve as a proxy for understanding some of the characteristics of students with significant cognitive disabilities, but they do not define what these students know and can do (Thurlow, Wu, Quenemoen, & Towles, 2016). A student's disability(ies) may prevent him or her from using skills in one or more language domains (speaking, listening, reading or writing). Moreover, disability categories alone do not reflect the nuance of culture (for example, how the student interacts, understands or interprets information) and new language acquisition; nor do they account for these students' particular language needs as measured by progress toward English language proficiency.

1. What are the instructional and assessment experiences of English learners with significant cognitive disabilities?

Students who are English learners with significant cognitive disabilities require intensive and extensive individualized instruction that is not of a temporary or transient nature. They also require substantial supports to access grade-appropriate curricula to achieve measurable gains, as well as specialized supports to acquire, maintain, generalize or transfer skills within and across multiple settings. Supports may include, but are not limited to, alternative or augmentative communication devices or systems and assistive technology, as well as adaptations and modifications to the delivery of curricula, instruction and supporting materials. Such supports can help these students achieve more equitable access to

instructional and assessment content (Christensen et al., 2018; Thurlow et al., 2018). The nature and level of instructional supports these students require have implications for the methods and resources needed for assessment. In terms of classroom assessment, for example, methods may include the use of multiple trials, checklists of progress or maintenance of skills, visual and object prompts and alternative forms of responding, such as picture communication systems.

2. What are the English language knowledge and skills of English learners with significant cognitive disabilities and what does college and career readiness mean for this population of students?

Students in this population may or may not respond to information that is presented to them in one or more domains (speaking, listening, reading or writing). That is, the demonstration of language skills in a given domain may manifest in different ways because of the variability in how students in this population communicate, including use of nonverbal communication (for example, pointing, "thumbs up or thumbs down," gestures, eye gaze, look at or turn toward something to respond, use of pictures, signs or realia). Additionally, students' receptive and expressive communication skills likely reflect their multiple linguistic and cultural environments. Nonetheless, English learners with significant cognitive disabilities should be provided equal access to language and communication through appropriate supports that may include: (1) augmentative and alternative communication systems; and (2) specialized, individualized goals informed by the English Language Proficiency Standards. The Office of Civil Rights and Department of Justice Dear Colleague Letter (p. 24) affirms the obligation of schools to provide English learners with disabilities the appropriate supports to progress toward clear and effective communication in English that is comparable to similar monolingual peers with significant cognitive disabilities.

The English language proficiency standards for English learners with significant cognitive disabilities should enable the English proficiency needed to access and engage in instruction and achieve academically. Academic expectations, such as those reflected in Ohio's Learning Standards-Extended for English Language Proficiency must be linked to **postsecondary success**, whether that be postsecondary education, vocational training or competitive integrated employment. Therefore, the English language proficiency standards for English learners with significant cognitive disabilities are important considerations to include in **transition** plans as the acquisition of language needed for college and career readiness.

3. What are some common misperceptions about English learners with significant cognitive disabilities?

To help understand the capabilities and needs of this special student population, common misperceptions that have been discovered as part of current studies are important to clarify. Some common misperceptions about English learners with significant cognitive disabilities, include the following:

- They belong only to specific disability categories defined by the IDEA. For example, an English learner may only be identified as a student with an intellectual disability or as a student with autism.
- They are all nonverbal.

- They are not able to learn English or a new language. They respond only to one language despite being exposed to more than one language.
- They cannot communicate about concepts.
- They do not read or write, perform mathematical computations or understand scientific concepts.
- They are unable to make progress in their acquisition of knowledge and skills.
- They can be assessed with traditional testing methods to determine their levels of proficiency.
- They do not need to have English language proficiency goals listed in their individualized education programs.

There is much to be learned about the English learner with significant cognitive disabilities student population. Although it is a relatively small segment of the student population, it is highly diverse. Because of the diversity of this population, some of the proficiency level descriptors may need refinement for segments of students in this population. Part of this refinement will come from the use of the standards and identification of additional ways students demonstrate levels of English language proficiency. That said, because of the diversity of this population and the range of ways students communicate, these standards are meant to be applied in the context of how the student communicates and should communicate in order to benefit from instruction. Additional research is needed to better understand the conditions that are most likely to provide students with fair, reliable and valid assessments. Therefore, these standards are intended to be a "living work" — as new and better evidence emerges, these standards may be revised and refined accordingly.

4. How are these standards appropriate for English learners with significant cognitive disabilities?

With an eye toward equity, each of the state's 10 original English Language Proficiency Standards was examined for its appropriateness for English learners with significant cognitive disabilities. The proficiency level descriptors (as reflected in the three English language proficiency levels) were developed to reflect appropriate expectations for English learners with significant cognitive disabilities. Educators involved in the development of the extended standards generally believed there was sufficient distinction of observable student behaviors across the three levels of English language proficiency for a given standard. The 10 English language proficiency standards for English learners with significant cognitive disabilities are shown in Table 1 that follows.

The educators reviewing the original standards did not deem it appropriate to deny access of any of the standards for English learners with significant cognitive disabilities. However, there were some modifications, taking into account the definition of significant cognitive disability. For example, the essence of Standard 4 was kept, but the requirement to support oral and written claims with reasoning and evidence was deleted. Similar to Ohio's general English Language proficiency Standards, some of the English language proficiency levels are not reflected within a specific standard. That is:
- Standards 6 and 7 have proficiency level descriptors for levels 4 and 5 only;
- Standard 9 has descriptors for levels 3, 4, and 5 only;

- Standard 6, kindergarten, omits all three English language proficiency levels;

- Standard 7, kindergarten, omits the lowest English language proficiency level; and
- Standard 9, kindergarten, omits the lowest English language proficiency level.

5. What state resources exist for linguistically and culturally diverse students with significant cognitive disabilities?

Ohio is home to many agencies that support students with significant cognitive disabilities, a population that also may include students with intensive, complex disabilities and rare (low-incidence) disabilities. Statewide services include outreach programs that provide technical assistance, professional development, materials and resources to families and local school districts serving children who have significant cognitive, multiple disabilities, visual impairments, hearing impairments, deaf-blindness, autism, orthopedic impairment or severe traumatic brain injury.

The Ohio Center for Autism and Low Incidence (OCALI) provides high-quality professional development and education-related resources in collaboration with Ohio's 16 state support teams. The OCALI Center for Teaching Diverse Learners provides education-related resources and professional development options.

6. What is the role of the Teacher of English to Speakers of Other Languages (TESOL) specialist working with IEP teams?

Ohio students who are identified as English learners receive language development programs to support their linguistic needs and access to the general education program. Generally, instructional decisions for English learners with significant cognitive disabilities are made by the student's IEP team which includes the parents and guardians. An EL coordinator or TESOL specialist should be part of the IEP teams as it has the obligation to determine the student's placement as well as the educational program for English language development instruction. It is important for TESOL specialists to note that language acquisition for learners with significant cognitive disabilities is often distinguished by specific, individual communication needs, e.g., response mode, evolving communication systems and opportunities for meaningful communication exchanges. The wide range of communication needs for this population includes recognizing students who may have a limited symbolic communication system. Given the potential multilingual continuum of communication needs and assets, it is important for TESOL specialists to assist IEP teams and families to: (1) identify a communication system for English learners with significant cognitive disabilities; (2) support and move students through the stages of communication; and (3) improve their language abilities in English with recognition of the important of the home or primary language (Ahumada & Williams, 2000).

7. What are statutory references that support the development of these Ohio Learning Standards-Extended, for ELP?

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) (2015), required states to annually assess English proficiency of all students identified as English learners, including those with the most significant cognitive disabilities (Section 3111(b)(2)(G)). States have worked to develop alternate assessments of English language proficiency for English learners with significant cognitive disabilities. (ESEA section 1111(b)(2)(i); 34 CFR § 200.6(h)(1), (5)). These assessments are based on English language proficiency standards that include knowledge and skills derived from the four recognized domains of speaking, listening, reading and writing (ESEA section 1111(b)(1)(F); 1111(b)(2)(G); 34CFR §§ 200.2(b)(2), (b)(4), (b)(5), 200.6(h)(2)).

Navigating the Ohio Learning Standard Extensions

The graphics below illustrate the components of Ohio's Learning Standards-Extended for English Language Proficiency.

TABLE 1: STANDARDS

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←	→	Least Complex
K.1. An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	K.1.a. Proficiency Indicator With prompting and support, use an increasing range of strategies to: • answer questions about key details; • retell basic information from read-alouds, oral presentations, and picture books.	K.1.b. Proficiency Indicator With prompting and support, use an emerging set of strategies to identify some key words and main topics from read-aloud presentations and picture books. ...set of strategies: Refers to one or ...strategies to show ...understanding of meaning (e.g., select multiple choice, put pictures in order, answer verbally with a sentence starter).	K.1.c. Proficiency Indicator With prompting and support, use a very limited set of strategies to identify a few key words from read-alouds, oral presentations, and picture books. Limited set of strategies: Refers to one or two different strategies the student successfully uses regularly (e.g., matching, pointing, nodding, yes or no responses).

(Callouts: "Three levels of complexity", "Proficiency indicator", "Standards with codification")

TABLE 2: STANDARDS BY MODALITIES

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←	→	Least Complex
PRODUCTIVE MODALITY			
Speaking and Writing			
9-12.SW.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. Proficiency Indicator With prompting and support: • deliver presentations or information. • compose written text about familiar texts, topics, experiences or events.	9-12.SW.3.a. Proficiency Indicator With prompting and support: • communicate information • compose written text about familiar texts, topics, experiences or events.	9-12.SW.3.a. Proficiency Indicator With prompting and support: • communicate information about familiar texts, topics and experiences.
	9-12.SW.3.a. Example A student may: • write (summarize or sequence) about an informational text • speak or write one or two sentences to summarize a literary or informational text. • present information about a schedule (e.g., school day) to peers. • state how to solve an area of a rectangle problem using a text for reference. • describe characters in a familiar story.	9-12.SW.3.a. Example A student may: • sequence pictured events and identify words or phrases picture. • speak or write one to two sentences using sentence starters. • write a summary about a graph of the daily local temperatures. • find three to five words (using word cards, online tool, etc.) that represent key points from a text.	9-12.SW.3.a. Example A student may: • identify a story when presented a literary or informational text. • a response option or provide a word response to a text-prompted question. • respond to a question about an informational text with one or more choices, pictures, or words or a combination of them. • select words to complete sentence frames about a selected topic.

(Callouts: "Modality", "Domains", "Examples")

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Notes:

- The proficiency descriptors describe **end-of-level** skills. However, it is recognized students may demonstrate a range of abilities within each English language proficiency level. By describing the end of each English language proficiency level for each standard, the three English language proficiency level descriptors reflect a linear progression across the proficiency levels of an aligned set of knowledge, skills and abilities.

- Students may need **prompting** and **support to demonstrate communication behaviors and engagement.** For some students, physical prompting (for example, hand-over-hand assistance) may be appropriate. Others may benefit from verbal rather than physical prompts.

- Generally, students should be able to use their **preferred methods of communication** to respond, which may include augmentative and alternative communication systems.

- A student may point to a visual, use **alternative communication or symbols**, or use a head nod or gesture.

- Nonverbal responses may include **self-generated language**.

- Students may **support communication with nonverbal cues**. A student also may answer verbally using simple one word or word approximations (with no detail) or two- to three-word phrases.

- **Written responses may include drawing**, copying or labeling, production of letters, words, numbers and phrases.

- More information can be found in the Alternate English Language Learning Assessment project's publication, [Nonverbal Communication in Diverse Classrooms: Intercultural Competence Considerations for Supporting English Learners With Significant Cognitive Disabilities](#).

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Learning Standard	*Complexity A*	*Complexity B*	*Complexity C*
	Most Complex ←	→	**Least Complex**
K.1. An English learner with significant cognitive disabilities can speak and write about grade-appropriate, complex literary and informational texts and topics.	**K.1.a. Proficiency Indicator** With prompting and support, use an increasing range of strategies to: • Answer questions about key details. • Retell basic information from read-alouds, oral presentations and picture books.	**K.1.b. Proficiency Indicator** With prompting and support, use an emerging set of strategies to identify some key words and main topics from read-alouds, oral presentations and picture books. *Emerging set of strategies:* Refers to one or two different strategies to show understanding of meaning. (For example, select multiple choice, put pictures in order, answer verbally with a sentence starter.)	**K.1.c. Proficiency Indicator** With prompting and support, use a very limited set of strategies to identify a few key words from read-alouds, oral presentations and picture books. *Limited set of strategies:* Refers to one or two different strategies the student successfully uses regularly. (For example, matching, pointing, nodding, yes or no responses.)
	K.1.a. Examples A student may: • Match antonyms or synonyms from the read-aloud, oral presentation or picture book. (For example, "The dog is big, show me an animal that is not big.") • Put items in the correct sequence of events, based on the read-aloud, oral presentation or picture book, when provided with a field of three items. • Orally complete a sentence starter based on the read-aloud, oral presentation or picture book. (For example, "The girl is happy, but the boy is ___," or "Plants need sun, ___ and ___ to grow.") • Provide a simple retell in the appropriate sequence using key vocabulary (more elaborate details may be absent) from the read-aloud, oral presentation or picture book when	**K.1.b. Examples** A student may: • Match pictures that are related by a concept (for example, opposites) based on the read-aloud, oral presentation or picture book. • Label or identify key vocabulary words, items and details from the read-aloud, oral presentation or picture book using realia, visuals or a word bank of key vocabulary to give a key detail. • Answer questions from the read-aloud, oral presentation or picture book with the use of picture cards (from a field of three). • Answer a cloze or fill in the blank question or use a sentence frame to give key information from the read-aloud, oral presentation or picture book.	**K.1.c. Examples** A student may: • Match identical pictures or choose a picture of a familiar object, based on the read-aloud, oral presentation or picture book, from a field of two pictures. • Attend to, point to and/or identify realia, people, labeled pictures, items, shapes or other items from the read-aloud, oral presentation or picture book.

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Learning Standard	*Complexity A*	*Complexity B*	*Complexity C*
	Most Complex ←→		**Least Complex**
	provided with visual support as well as additional cues.		
K.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.	**K.2.a. Proficiency Indicator** With prompting and support: • Participate in short conversations. • Respond to more complex yes or no and wh- (who, what, and concrete where) questions. • Follow some rules for discussion about familiar topics.	**K.2.b. Proficiency Indicator** With prompting and support: • Listen with some participation in short conversations. • Respond to simple yes or no and wh-questions. • Follow simple rules for discussion about familiar topics.	**K.2.c. Proficiency Indicator** With prompting and support: • Listen with limited participation in short conversations. • Respond to simple yes or no questions about familiar topics. *Limited participation* includes eyes on speaker or text with teacher prompting and proximity for redirection. *Limited participation* also refers to being able to add something to the conversation through whatever modality the student is most comfortable using, even if this means the students is repeating sounds or words.
	K.2.a. Examples A student may: • Respond to a question. (For example, "What is the cat's name?") • Indicate a desire to take a turn. (For example, raises hand.) • Respond to wh- questions. • Participate in a short, multi-turn conversation.	**K.2.b. Examples** A student may: • Respond to simple questions. (For example, "Do you want to eat?" "Are you ready for lunch?" "What do you want to eat?") • Respond to simple wh- questions (who, what and some concrete and familiar where). (For example, "What is your name?" or labels of familiar daily objects, such as familiar foods.) • Sort pictures into various categories such as clothing, foods or animals. Higher-level skills might include sorting farm animals from zoo animals or vegetables from meats.	**K.2.c. Examples** A student may: • Match similar pictures as directed orally. (For example, pictures of animals or people.) • Choose between two options about familiar topics, experiences or events. • Respond to a simple, familiar yes or no question. (For example, "Are you ready for lunch?")

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←→ **Least Complex**		
		• Indicate a desire to take a turn. (For example, raises hand.)	
K.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate, complex literary and informational texts and topics.	**K.3.a. Proficiency Indicator** With prompting and support: • Tell or dictate simple information about familiar topics, experiences or events.	**K.3.b. Proficiency Indicator** With prompting and support: • Communicate simple information or feelings about familiar topics, experiences or events.	**K.3.c. Proficiency Indicator** With prompting and support: • Communicate simple information or feelings about familiar topics or experiences.
	K.3.a. Examples A student may: • Select from options or respond in writing or orally to questions. (For example, "Tell me what you want to do now," or "Tell me what the boy in the story did.") • Respond to a question that asks about familiar topics, experiences or events. (For example, "What did you do last summer?" or "Tell me about a game you like to play.")	**K.3.b. Examples** A student may: • Identify and provide basic information about a topic, experience or event. (For example, student identifies the happy or sad person in the story; the student explains how he or she can tell the person is happy or sad.) • Respond to a simple question that asks about familiar experiences. (For example, "What do you like to do on the playground?" or "What do you like to do at school?")	**K.3.c. Examples** A student may: • Indicate a feeling. (For example, if he or she is happy or sad in response to a question such as, "Are you happy or sad?") • Choose between two options about familiar topics or experiences. (For example, "Do you want to go outside?" or "Do you want water or milk?") • Point to a picture or object as directed. (For example, "Point to the bear in the story.")
K.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims.	**K.4.a. Proficiency Indicator** With prompting and support: • Express an opinion or preference about a familiar topic showing increasing control.	**K.4.b. Proficiency Indicator** With prompting and support: • Identify a feeling or opinion about a familiar topic showing emerging control.	**K.4.c. Proficiency Indicator** With prompting and support: • Indicate a feeling or opinion about a familiar topic showing limited control.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←——————————→		**Least Complex**
	K.4.a. Examples A student may: • Use one or more words to express an opinion or preference. (For example, the student says "hot dog" with words or word approximations or AAC output when asked, "Are hot dogs or hamburgers better?") • Answer questions about an opinion or preference.	**K.4.b. Examples** A student may: • Choose an activity or food he or she likes better. • Complete a sentence such as "I like␣," or "I do not like ␣." • Identify happy and sad once it has been shown to him or her.	**K.4.c. Examples** A student may: • Respond yes or no to a question. • Select from two choices (to communicate a feeling or opinion) when asked a question. (For example, "Which do you like, frogs or butterflies?") • Select from the two picture options to respond to questions. (For example, "Do you want to use the red crayon or the blue crayon?" or "Joe is crying. Is he happy or sad?")
K.5: An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems.	**K.5.a. Proficiency Indicator** With prompting and support: • Identify information from experience or a provided source to answer a question showing increasing control.	**K.5.b. Proficiency Indicator** With prompting and support: • Recall information from experience or a provided source to answer a question showing developing control.	**K.5.c. Proficiency Indicator** With prompting and support: • Recognize information from experience or a provided source.
	K.5.a. Examples A student may: • Identify information that is relevant to the topic of shared research. (For example, "Which one is an animal?" Student responds, "dog.") • Choose from multiple pictures of animals those that are dogs or choose multiple examples of dogs from pictures (from pictures of a German Shephard and Chihuahua).	**K.5.b. Examples** A student may: • Identify information that is relevant to the topic of shared research by selecting from a field of two or three choices. (For example, when provided with a picture of a dog and two other animals, such as a lion and a zebra, the teacher asks, "Which one is a dog?") • Sequence events or classify or categorize information. (For example,	**K.5.c. Examples** A student may: • Identify information that is relevant to the topic of shared research by selecting from two choices. (For example, when provided with a picture of a loaf of bread and a dog, the teacher asks, "Which one is a dog?")

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←——————→		**Least Complex**
	• Name or choose multiple examples of animals, classifying or sorting activities. (For example, animals with feathers or animals on a farm.) • Use more complex sentences and compound sentences.	show student three pictures of dogs and ask, "How are all of these pictures alike?" Student responds, "They are dogs.") • Respond to the following: The teacher gives example or non-example and then the student can repeat. (For example, "The ice is cold. Show me something that is NOT cold.") This can be done with matching, using pictures or having the student answer orally. • Select from three choices the information that is relevant to the research. (For example, "Which is a non-living thing?" when provided with a picture of a cat, dog and rock.) • Use simple sentences and some compound sentences.	
K.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.	**K.6.a. Proficiency Indicator** Not appropriate at this proficiency level.	**K.6.b. Proficiency Indicator** Not appropriate at this proficiency level.	**K.6.c. Proficiency Indicator** Not appropriate at this proficiency level.
K.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task and audience when speaking and writing.	**K.7.a. Proficiency Indicator** With prompting and support: • Show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	**K.7.b. Proficiency Indicator** With prompting and support: • 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 the classroom.	**K.7.c. Proficiency Indicator** Not appropriate at this proficiency level.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ← → Least Complex		
	K.7.a. Examples A student may: • Use words and phrases such as: please, I like, Can I, It is…. • Use pictures to indicate awareness of appropriate language use based on context. (For example, school versus playground.) • Use learned words appropriate for social and academic contexts. (For example, playground and classroom language.)	**K.7.b. Examples** A student may: • Choose an answer appropriate for the task when presented with two or three choices. (For example, the teacher says, "Time for lunch," and the student chooses a picture of food, not a picture of a swing.) • Indicate awareness of appropriate language use based on context. (For example, school versus playground.) • Identify how to appropriately address a teacher versus a friend.	**K.7.c. Examples** N/A
K.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.	**K.8.a. Proficiency Indicator** With prompting and support: • Answer simple questions to determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences or events.	**K.8.b. Proficiency Indicator** With prompting and support: • Recognize the meaning of some frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences or events.	**K.8.c. Proficiency Indicator** With prompting and support: • Recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences or events.
K.8: Standard continued	**K.8.a. Examples** A student may: • Repeat one word or word approximations or one to three words in response to simple questions. (For example, wh- questions or "Show me….") • Match or select pictures related to key words or phrases from the story.	**K.8.b. Examples** A student may: • Match or point to a picture after the teacher gives examples. • Select a response from choices for definitions. (For example, "Is the apple smooth or rough?") • Identify what happy, sad or angry looks like by pointing to pictures. • Repeat key words from the story.	**K.8.c. Examples** A student may: • Touch words or items in a book as they are read. • Point to pictures that correspond with frequently used vocabulary in the text. (For example, the teacher says "truck" and the student points to a picture of a truck.)

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex	← →	**Least Complex**
	• Select a response from options. (For example, for prepositional phrases — a picture of a ball in different positions.)	• With modeling, select a response. (For example, teacher says, "The dog is furry. Show me a picture of something furry in the book.")	
K.9: An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text.	**K.9.a. Proficiency Indicator** With prompting and support: • Retell a simple sequence of events from experience or a familiar story with increasing control of frequently occurring linking words.	**K.9.b. Proficiency Indicator** With prompting and support: • Retell a few events from experience or a familiar story with developing control of some frequently occurring linking words (such as *and* or *then*).	**K.9.c. Proficiency Indicator** Not appropriate at this proficiency level.
	K.9.a. Examples A student may: • Put events from the story in sequential order with the use of picture cards and verbal prompting. • Respond to questions such as, "Which part of this story did you like best?" or "Tell me what is happening in this picture?" Prompts and supports are used as needed.	**K.9.b. Examples** A student may: • Use phrases or a string of words to communicate an idea in writing or orally. (For example, using a picture exchange communication system, picture cards, visuals, augmentative alternative communication device, word(s) or word approximations.) • Point to an event that happened in the story from given choices. • Describe what is happening in a picture on a familiar topic or with a familiar context. (For example, using a picture exchange communication system, picture cards, word(s) or word approximations.) • Retell a familiar experience, event or what happened in a story, but the retell may not be in correct sequence.	**K.9.c. Examples** N/A

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←——————————————————→ **Least Complex**		
K.10: An English learner with significant cognitive disabilities can make accurate use of standard English to communicate in grade-appropriate speech and writing.	**K.10.a. Proficiency Indicator** With prompting and support: • Recognize and use frequently occurring nouns, verbs and prepositions. • Use and respond to question words. • Produce simple and some compound sentences on familiar topics in shared language activities.	**K.10.b. Proficiency Indicator** With prompting and support: • Recognize and use a small number of frequently occurring nouns, verbs and short phrases. • Respond to simple questions. (For example, yes or no and wh- questions.) • Repeat simple sentences on familiar topics in shared language activities.	**K.10.c. Proficiency Indicator** With prompting and support: • Recognize and use a small number of frequently occurring nouns and verbs. • Respond to simple questions in shared language activities.* (For example, yes or no.) *Shared language activities include conversation, read-alouds and interaction.
	K.10.a. Examples A student may: • Provide a complete sentence verbally and the teacher writes the sentence for the student. Sentences could include imperative sentences. (For example, "Go!" or "Write!") • Engage in shared language activities. (For example, for prepositions where students follow directions, teacher provides Simple Simon Says directions such as, "Put your hand over your head.")	**K.10.b. Examples** A student may: • Respond to the following: The teacher asks, "What day is it?" Student identifies the day on a calendar. • Use a preferred noun in communication when the teacher provides the student with a sentence frame and noun choices. • Find the correct picture and/or verbally identify the weather when the teacher asks, "What is the weather outside like today?" • Repeat simple sentences. (For example, "Today is Monday.")	**K.10.c. Examples** A student may: • Respond to the following: The teacher points to a picture of a house and says, "This is a house. What is this called?" Student responds, "House." • Student is shown pictures or models of different types of homes. • Student repeats the name of each object after teacher models.

KINDERGARTEN STANDARDS BY MODALITIES

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ⟵⟶		Least Complex
RECEPTIVE MODALITY			
Listening and Reading			
K.LR.1: An English learner with significant cognitive disabilities can speak and write about grade-appropriate, complex literary and informational texts and topics.	**K.LR.1.a. Proficiency Indicator** With prompting and support, use an increasing range of strategies to: • Answer questions about key details. • Retell basic information from read-alouds, oral presentations and picture books.	**K.LR.1.b. Proficiency Indicator** With prompting and support, use an emerging set of strategies to identify some key words and main topics from read-alouds, oral presentations and picture books. *Emerging set of strategies:* Refers to one or two different strategies to show understanding of meaning. (For example, select multiple choice, put pictures in order, answer verbally with a sentence starter.)	**K.LR.1.c. Proficiency Indicator** With prompting and support, use a very limited set of strategies to identify a few key words from read-alouds, oral presentations and picture books. *Limited set of strategies*: Refers to one or two different strategies the student successfully uses regularly. (For example, matching, pointing, nodding, yes or no responses.)
K.LR.1: Standard continued	**K.LR.1.a. Examples** A student may: • Match antonyms or synonyms from the read-aloud, oral presentation or picture book. (For example, "The dog is big, show me an animal that is not big.") • Put items in the correct sequence of events, based on the read-aloud, oral presentation or picture book, when provided with a field of three items. • Orally complete a sentence starter based on the read-aloud, oral presentation or picture book. (For example, "The girl is happy, but the boy is _____," or "Plants need sun, _____ and _____ to grow.") • Provide a simple retell in the appropriate sequence using key vocabulary (more elaborate details may be absent) from the read-aloud, oral presentation or picture	**K.LR.1.b. Examples** A student may: • Match pictures that are related by a concept (for example, opposites) based on the read-aloud, oral presentation or picture book. • Label or identify key vocabulary words, items and details from the read-aloud, oral presentation or picture book using realia, visuals or a word bank of key vocabulary to give a key detail. • Answer questions from the read-aloud, oral presentation or picture book with the use of pictures cards (from a field of three). • Answer a cloze or fill in the blank question or use a sentence frame to give key information from the read-aloud, oral presentation or picture book.	**K.LR.1.c. Examples** A student may: • Match identical pictures or choose a picture of a familiar object, based on the read-aloud, oral presentation or picture book, from a field of two pictures. • Attend to, point to and identify realia, people, labeled pictures, items, shapes or other items from the read-aloud, oral presentation or picture book.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←————————→		**Least Complex**
	book when provided with visual support as well as additional cues.		
K.LR.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.	**K.LR.8.a. Proficiency Indicator** With prompting and support: • Answer simple questions to determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences or events.	**K.LR.8.b. Proficiency Indicator** With prompting and support: • Recognize the meaning of some frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences or events.	**K.LR.8.c. Proficiency Indicator** With prompting and support: • Recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences or events.
K.LR.8: Standard continued	**K.LR.8.a. Examples** A student may: • Repeat one word or word approximations or one to three words in response to simple questions. (For example, wh- questions or "Show me….") • Match or select pictures related to key words or phrases from the story.	**K.LR.8.b. Examples** A student may: • Match or point to a picture after the teacher gives examples. • Select a response from choices for definitions. (For example, "Is the apple smooth or rough?") • Identify what happy, sad or angry looks like by pointing to pictures.	**K.LR.8.c. Examples** A student may: • Touch words or items in a book as they are read. • Point to pictures that correspond with frequently used vocabulary in the text. (For example, the teacher says truck and the student points to picture of a truck.)

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ◄──────────────►		**Least Complex**
	• Select a response from options. (For example, for prepositional phrases — a picture of a ball in different positions.)	• Repeat key words from the story. • With modeling, select a response. (For example, teacher says, "The dog is furry. Show me a picture of something furry in the book.")	
PRODUCTIVE MODALITY			
Speaking and Writing			
K.SW.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate, complex literary and informational texts and topics.	**K.SW.3.a Proficiency Indicator** With prompting and support: • Tell or dictate simple information about familiar topics, experiences or events.	**K.SW.3.b Proficiency Indicator** With prompting and support: • Communicate simple information or feelings about familiar topics, experiences or events.	**K.SW.3.c Proficiency Indicator** With prompting and support: • Communicate simple information or feelings about familiar topics or experiences.
K.SW.3: Standard continued	**K.SW.3.a Examples** A student may: • Select from options or respond in writing or orally to questions. (For example, "Tell me what you want to do now," and "Tell me what the boy in the story did." • Respond to a question that asks about familiar topics, experiences or events. (For example, "What did you do last summer?" or "Tell me about a game you like to play?")	**K.SW.3.b Examples** A student may: • Identify and provide basic information about a topic, experience or event. (For example, student identifies the happy person in the story or the sad person, and the student explains how he or she can tell the person is happy or sad.) • Respond to a simple question that asks about familiar experiences. (For example, "What do you like to do on the playground?" or "What do you like to do at school?")	**K.SW.3.c Examples** A student may: • Indicate a feeling. (For example, if he or she is happy or sad in response to a question such as, "Are you happy or sad?") • Choose between two options about familiar topics or experiences. (For example, "Do you want to go outside?" or "Do you want water or milk?") • Point to a picture or object as directed. (For example, "Point to the bear in the story.")
K.SW.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims.	**K.SW.4.a. Proficiency Indicator** With prompting and support: • Express an opinion or preference about a familiar topic showing increasing control.	**K.SW.4.b. Proficiency Indicator** With prompting and support: • Identify a feeling or opinion about a familiar topic showing emerging control.	**K.SW..4.c. Proficiency Indicator** With prompting and support: • Indicate a feeling or opinion about a familiar topic showing limited control.
	K.SW.4.a. Examples A student may:	**K.SW.4.b. Examples** A student may:	**K.SW.4.c. Examples** A student may:

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←————————————→		**Least Complex**
	• Use one or more words to express an opinion or preference. (For example, student says "hot dog" with words or word approximations, AAC output, etc. when asked "Are hot dogs or hamburgers better?") • Answer questions about an opinion or preference.	• Choose an activity or food he or she likes better. • Complete a sentence such as "I like _____," or "I do not like_____." • Identify happy and sad once it has been shown to him or her.	• Respond yes or no to a question. • Select from two choices (to communicate a feeling or opinion) when asked a question. (For example, "Which do you like, frogs or butterflies?") • Select from the two picture options to respond to questions. (For example, "Do you want to use the red crayon or the blue crayon?" or "Joe is crying. Is he happy or sad?")
K.SW.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task and audience when speaking and writing.	**K.SW.7.a. Proficiency Indicator** With prompting and support: • Show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	**K.SW.7.b. Proficiency Indicator** With prompting and support: • 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.	**K.SW.7.c. Proficiency Indicator** Not appropriate at this proficiency level.
	K.SW.7.a. Examples A student may: • Use words and phrases such as: please, I like, Can I, It is…. • Use pictures to indicate awareness of appropriate language use based on context. (For example, school versus playground.) • Use learned words appropriate for social and academic contexts. (For example, playground and classroom language.)	**K.SW.7.b. Examples** A student may: • Choose an answer appropriate for the task when presented with two or three choices. (For example, the teacher says, "Time for lunch," and the student chooses a picture of food, not a picture of a swing.) • Indicate awareness of appropriate language use based on context. (For example, school versus playground.) • Identify how to appropriately address a teacher versus a friend.	**K.SW.7.c. Examples** N/A

INTERACTIVE MODALITY

Listening, Speaking, Reading and Writing

Department of Education & Workforce

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←——————————————————→ **Least Complex**		
K.LSRW.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.	**K.LSRW.2.a. Proficiency Indicator** With prompting and support: • Participate in short conversations. • Respond to more complex yes or no and wh- questions (who, what and concrete where). • Follow some rules for discussion about familiar topics.	**K.LSRW.2.b. Proficiency Indicator** With prompting and support: • Listen with some participation in short conversations. • Respond to simple yes or no and wh- questions. • Follow simple rules for discussion about familiar topics.	**K.LSRW.2.c. Proficiency Indicator** With prompting and support: • Listen with limited participation in short conversations. • Respond to simple yes or no questions about familiar topics. *Limited participation* includes eyes on speaker or text with teacher prompting and proximity for redirection. Limited participation also refers to being able to add something to the conversation through whatever modality the student is most comfortable using, even if this means the students is repeating sounds or words.
K.LSRW.2: Standard continued	**K.LSRW.2.a. Examples** A student may: • Respond to a question. (For example, "What is the cat's name?") • Indicate a desire to take a turn. (For example, raises hand.) • Respond to wh- questions. • Participate in a short, multi-turn conversation.	**K.LSRW.2.b. Examples** A student may: • Respond to simple questions. (For example, "Do you want to eat?" "Are you ready for lunch?" "What do you want to eat?") • Respond to simple wh- questions (who, what and some concrete and familiar where) (For example, "What is your name?" or labels of familiar daily objects, such as familiar food.) • Sort pictures into various categories such as clothing, foods or animals. Higher-level skills might include sorting farm animals from zoo animals or vegetables from meats. • Indicate a desire to take a turn. (For example, raises hand.)	**K.LSRW.2.c. Examples** A student may: • Match similar pictures as directed orally. (For example, pictures of animals or people.) • Choose between two options about familiar topics, experiences or events. • Respond to a simple, familiar yes or no question. (For example, "Are you ready for lunch?")
K.LSRW.5: An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems.	**K.LSRW.5.a. Proficiency Indicator** With prompting and support: • Identify information from experience or a provided source to answer a question showing increasing control.	**K.LSRW.5.b. Proficiency Indicator** With prompting and support: • Recall information from experience or a provided source to answer a question showing developing control.	**K.LSRW.5.c. Proficiency Indicator** With prompting and support: • Recognize information from experience or a provided source.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←————————→ Least Complex		
K.LSRW.5: Standard continued	**K.LSRW.5.a. Examples** A student may: • Identify information that is relevant to the topic of shared research. (For example, "Which one is an animal?" Student responds, "dog.") • Choose from multiple pictures of animals those that are dogs or choose multiple examples of dogs from pictures (pictures of a German Shephard and Chihuahua). • Name/choose multiple examples of animals classifying or sorting activities. (For example, animals with feathers or animals on a farm.) • Use more complex sentences and compound sentences.	**K.LSRW.5.b. Examples** A student may: • Identify information that is relevant to the topic of shared research by selecting from a field of two or three choices. (For example, when provided with a picture of a dog and two other animals, such as a lion and a zebra, the teacher asks, "Which one is a dog?") • Sequence events or classify or categorize information. (For example, show the student three pictures of dogs and ask, "How are all of these pictures alike?" Student responds, for example, "They are dogs.") • Respond to the following: The teacher gives example or non-example and then the student can repeat. (For example, "The ice is cold. Show me something that is NOT cold.") This can be done with matching, using pictures or having the student answer orally. • Select from three choices the information that is relevant to the research. (For example, "Which is a non-living thing?" when provided with a picture of a cat, dog and rock.) • Use simple sentences and some compound sentences.	**K.LSRW.5.c. Examples** A student may: • Identify information that is relevant to the topic of shared research by selecting from two choices. (For example, when provided with a picture of a loaf of bread and dog, the teacher asks, "Which one is a dog?")
K.LSRW.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.	**K.LSRW.6.a. Proficiency Indicator** Not appropriate at this proficiency level.	**K.LSRW.6.b. Proficiency Indicator** Not appropriate at this proficiency level.	**K.LSRW.6.c. Proficiency Indicator** Not appropriate at this proficiency level.

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Grade 1

Notes:

- The proficiency descriptors describe end-of-level skills.
- Students may need prompting and support to engage. Support includes modeling "think-aloud" while writing or verbally demonstrating how to express an opinion; guiding the student through the process using simple sentence frames; using visual aids and a visual example of what the student needs to do; scaffolding; using pictures or pictures attached to light-up buttons; and providing context for information.
- Generally, students should be able to use their preferred methods of communication to respond.
- A student may point to a visual, use alternative communication or symbols, or use a head nod or gesture. Nonverbal responses may include self-generated language. Students may support communication with nonverbal cues or answer verbally using simple one word/word approximations (with no detail) or two- to three-word phrases. Written response may include drawing, copying or labeling, production of letters, words, numbers, and phrases.
- Examples of familiar topics include anything the student finds interesting (for example, dinosaurs, movies, leaves, plants, paper airplanes); subjects the student has studied recently (for example, weather, apples); family; family events; animals; favorites; food; activities; home; school; school events (arrival, dismissal, lunch, recess); how students get to school; class activities; meals; weather; grocery shopping; going to the movies; television and online shows and programs.
- For an English learner with significant cognitive disabilities at a lower level of English proficiency, common words and phrases likely include words used for attributes such as colors, size and shape. Common phrases likely include common prepositional phrases (on, off, over, under).
- Expressive modality includes storytelling, picture and communication boards, text, speech, drawing, multimedia, augmentative and alternative communication and gestures.

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ← →		**Least Complex**
1.1: 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. Proficiency Indicator** With prompting and support, use an increasing range of strategies to: Answer questions about key details. Retell basic information from read-alouds, oral presentations and simple written texts.	**1.1.b. Proficiency Indicator** With prompting and support, use an emerging set of strategies to: Identify key words and main topics from read-alouds, oral presentations and simple written texts. Include using word phrases, sentence frames and pictorial sentence frames.	**1.1.c. Proficiency Indicator** With prompting and support, use a very limited set of strategies to: Identify a few key words from read-alouds, oral presentations and simple written texts. Include matching identical pictures, making a choice between two pictures and choosing the real item (realia).

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←——————————————————————→ **Least Complex**		

1.1 Standard continued	**1.1.a. Examples**
	A student may:
	 Answer simple wh- questions about text.
	 Tell what is happening in a provided picture.
	 Choose from a set of word phrases or sentences to:
	  Answer questions about key details;
	  Retell a key detail.
		1.1.b. Examples
		A student may:
		 Choose the three pictures from a field of five that show key details.
		 Fill in the blanks about key details using a sentence frame.
		 Respond to simple wh- questions.
		 Match pictures to words or text and identify pictures.
		 Select pictures related to key details, setting and characters.
		 Choose from a field of pictures (or word phrases) the key details of the presentation or text.
			1.1.c. Examples
			A student may:
			 Choose a picture of a familiar object (or familiar word phrase) from a field of two or three.
			 Identify up to three key words related to content of information presented orally.

1.2: 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.	**1.2.a. Proficiency Indicator** With prompting and support: Participate in short conversations. Respond to simple yes or no and wh- questions. Follow some rules for discussion about familiar topics.	**1.2.b. Proficiency Indicator** With prompting and support: Listen with some participation in short conversations. Respond to simple yes or no and wh- questions. Follow simple rules for discussion about familiar topics.	**1.2.c. Proficiency Indicator** With prompting and support: Listen with limited participation in short conversations. Respond to simple yes or no questions about familiar topics. *Limited participation* includes pointing to pictures, eye contact – looking at the speaker, knocking, eye gazing, blinking, pointing nose, sounds.
	1.2.a. Examples A student may: Take turns in conversation. Raise hand to indicate a desire to speak. Participate in a conversation about a chosen topic. (For example, the student is not talking about elephants when the discussion is about fire drill safety.)	**1.2.b. Examples** A student may: Respond to simple wh- questions with two or three choices given. (For example, "Which one is the brick house?" or "What color is the sky?") Choose the main idea from information presented. Choose a picture or symbol that represents presented information. Use pictures to respond to yes or no and simple wh- questions. Respond to wh- questions on familiar topics.	**1.2.c. Examples** A student may: Respond to simple yes or no questions. (For example, "Is this the brick house?" "Was Jack in the story?" "Did Jack climb a tree in the story?") Participate in short conversations by turning or orienting toward speaker, attending to speaker, using single words.

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex $\longleftarrow \longrightarrow$		**Least Complex**
		Participate in short conversations using short phrases.	
1.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	**1.3.a. Proficiency Indicator** With prompting and support: Tell or dictate simple information about familiar topics, stories, experiences or events.	**1.3.b. Proficiency Indicator** With prompting and support: Communicate simple messages about familiar topics, experiences or events.	**1.3.c. Proficiency Indicator** With prompting and support: Communicate simple information or feelings about familiar topics or experiences.
	1.3.a. Examples A student may: Communicate a simple message such as, "Go tell Mr. Tate what Gilbert did in the story." State what needs to be done in a fire drill or draw where to go in a fire drill after reading a story about fire drills and with prompts. Dictate, draw, use pictures or words.	**1.3.b. Examples** A student may: Say "orange pumpkin" or "heavy" when describing a pumpkin. Retell or give two facts about, for example, his or her class, school, state or nation. State, name, list or label parts of a tree. Respond to, "Who blew down the house?" or "What was the house the wolf blew down made of?" when shown a picture of a wolf blowing down a straw house. Dictate, draw or use pictures or words. Use word phrases. List up to two facts or ideas when a familiar topic is presented. Communicate what a character did in a story.	**1.3.c. Examples** A student may: Answer yes or no questions. Answer simple questions on familiar topics such as: In a cafeteria: "Do you want chocolate ice cream or vanilla ice cream?" or "Did Harold use a purple crayon or an orange crayon?" Identify feelings of persons or characters in texts. (For example, "Bruce won the race. Does he look happy or sad?") Express a single word idea (such as happy or sad) about a grade-appropriate text or topic.
1.4: 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. Proficiency Indicator** With prompting and support: • Express an opinion or preference about familiar topics, stories, experiences or events.	**1.4.b. Proficiency Indicator** With prompting and support: • Identify a feeling or opinion about familiar topics, experiences or events.	**1.4.c. Proficiency Indicator** With prompting and support: • Indicate a feeling or opinion about familiar topics or experiences.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←――――――→		**Least Complex**
	1.4.a. Examples A student may: • Use a word or short phrase to express an opinion or feeling. (For example, student says, "Like hot dog," with words or word approximations or augmentative and alternative communication output when asked "Are hot dogs or hamburgers better?")	**1.4.b. Examples** A student may: Use pictures to complete a sentence to communicate an opinion. "I like___better." Present picture of hot dog or hamburger to show student choice. Draw a picture of what he or she likes best. Select or label a feeling or opinion about a familiar topic by selecting from two choices using visual aids with support and repetition.	**1.4.c. Examples** A student may: Select a response from two choices. Use eye gaze or touch to select a feeling or opinion when given two choices. "Are hot dogs or hamburgers better?" Student selects from the two picture options.
1.5: An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems.	**1.5.a. Proficiency Indicator** With prompting and support: Participate in shared research projects. Answer a question from provided sources showing increasing control.	**1.5.b. Proficiency Indicator** With prompting and support: Participate in shared research projects. Retell key information from provided sources showing emerging control.	**1.5.c. Proficiency Indicator** With prompting and support: Participate in shared research projects. Label information from provided sources showing limited control.
	1.5.a. Examples A student may: Answer questions using a preferred expressive modality with prompts and supports. Provide input by using a preferred expressive modality to indicate animals discussed in the shared research topic. Participate in a shared research project that uses visuals and grade-appropriate books to provide a solution to a given problem using a preferred way to communicate. Tell about an animal — its name, that it has stripes or spots, it swims. Respond to, "Show me an animal you like and why?" Student describes this animal, the sound it makes, how it moves and why he or she likes this animal.	**1.5.b. Examples** A student may: Select information when given three choices with prompts and supports. Provide input using a preferred way to communicate to indicate animals discussed in the shared research topic. Locate, list and report up to two facts about a given research topic. Fill in details (up to three) on a topic outline for an activity. Provide input by choosing one of three to four pictures and naming the chosen picture or sorting zoo animals and naming them. (For example, student puts all zebras together or all lions together.) Provide input by sorting animals by characteristics. (For example, number of legs, how they move or body covering.)	**1.5.c. Examples** A student may: Provide input when given two choices, with prompts and supports. (For example, student selects from choices to respond to the following. "We are talking about the zoo. Here is a lion. Show me another lion.") Name animals with four legs, animals that like to swim, animals that have stripes.

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ⟵⟶		**Least Complex**
1.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.	**1.6.a. Proficiency Indicator** With prompting and support: Identify key details that support the main idea of a simple presentation on a familiar topic.	**1.6.b. Proficiency Indicator** With prompting and support: Identify a key detail that supports the main idea of a simple presentation on a familiar topic.	**1.6.c. Proficiency Indicator** With prompting and support: Identify the main idea of a simple presentation of a familiar topic.
	1.6.a. Examples A student may: Communicate at least two key details that support the main idea from a short text on a familiar topic that is read to the student.	**1.6.b. Examples** A student may: Choose one of three pictures that show a key detail that supports the main idea from a short text on a familiar topic that is read to the student.	**1.6.c. Examples** A student may: Choose one of two pictures that reflect the main idea from a short text on a familiar topic that is read to the student.
1.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task and audience when speaking and writing.	**1.7.a. Proficiency Indicator** With prompting and support: Show awareness of the difference between appropriate language for the playground and language for the classroom.	**1.7.b. Proficiency Indicator** With prompting and support: Show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	**1.7.c. Proficiency Indicator** With prompting and support: 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 the classroom.
	1.7.a. Examples A student may: Use learned words and expressions, appropriate for social and academic contexts with prompts and supports. (For example, playground and classroom language.) Use words learned through conversations, reading and being read to with prompts and supports. Use language appropriately. (For example, language used in anger versus learned language to express emotions; communicate intent.) Use pictures to indicate awareness of appropriate language use based on context (For example, school versus playground.)	**1.7.b. Examples** A student may: Choose the appropriate language from three-word phrase cards (for example, classroom, social, self-help language) with prompts and supports. Use learned words, sounds or gestures appropriate for social and academic contexts with prompts and supports. (For example, playground, classroom) Choose the correct phrase from a set of word phrases ("Hey there" vs. "Hello Mr. Graham") when asked which word phrase is "classroom language." Use appropriate words to label familiar items.	**1.7.c. Examples** A student may: Choose the appropriate language from two-word phrase cards (for example, social, self-help language) with prompts and supports. Choose the correct phrase from a set of word phrases ("Hey there" vs. "Hello Mr. Graham") when asked which word phrase is "playground language." Smile when greeting someone. Gesture when he or she does not want more of something. Use sounds, gestures or expressions appropriate for social and self-English language proficiency contexts. (For example, greetings or needs.)

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ← →		**Least Complex**
	Demonstrate volume control based on location. Sort a set of six or more cards into playground language and classroom language.	Use pictures, sounds or gestures to express him or herself appropriately (in a classroom or playground scenario).	
1.8: 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. Proficiency Indicator** With prompting and support: 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.	**1.8.b. Proficiency Indicator** With prompting and support: 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.	**1.8.c. Proficiency Indicator** With prompting and support: Recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences or events.

Learning Standard	Complexity A	Complexity B	Complexity C
1.8 Standard continued	**1.8.a. Examples** A student may: Upon request, name, point to and identify nouns, verbs or prepositional phrases. Use some prepositional phrases such as "beside" or "around." Choose the picture that matches the word.	**1.8.b. Examples** A student may: Upon request, name, point to or identify verbs or pictures of verbs in text and nouns or pictures of nouns in a text. Choose the picture that matches the word. Match the noun in print to a picture.	**1.8.c. Examples** A student may: Upon request, name, point to and identify nouns or pictures of nouns in text. Recognize the meaning of frequently occurring nouns, colors or shapes in oral presentations or texts. Respond to up to two familiar words within information presented. Choose the picture that matches the word or phrase from a field of two.
1.9: An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text.	**1.9.a. Proficiency Indicator** With prompting and support: Retell two or three events in sequence of events. Communicate simple information about a familiar topic with increasing control of some temporal words (for example, next,	**1.9.b. Proficiency Indicator** With prompting and support: Retell a simple sequence of events. Communicate simple information about a familiar topic with developing control of some frequently occurring linking words.	**1.9.c. Proficiency Indicator** With prompting and support: Communicate information about a familiar event or simple information about a familiar topic with emerging control of some frequently occurring linking words.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←————————————————→		**Least Complex**
	after) and some frequently occurring linking words.		

	1.9.a. Examples
	A student may:
	  Complete sentence frames or respond to verbal prompting such as, "What happened next?"
	  Sequence pictures or provided sentences in the correct order.
	  Use some frequently occurring linking words (and, so) and temporal words (first, then).
		1.9.b. Examples
		A student may:
		  Answer in a sentence what he did last night. Student may complete a sentence frame.
		  Complete a daily report about events during the school day.
		  Put the pictures in the correct sequence (first, then, last) when provided with three pictures related to the sequence of events.
		  Use pictures to tell about or retell what the teacher just presented.
		  Tell details about a picture or topic.
		  Provide facts about him or herself. (For example, family, siblings, age, likes.)
		  Use some frequently occurring linking words (and, so.)
			1.9.c. Examples
			A student may:
			  Answer, in a single word or short phrase, when asked what he or she did last night.

1.10: 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. Proficiency Indicator**
	With prompting and support:
	  Recognize and use an increasing number of nouns, verbs, prepositions and conjunctions.
	  Produce simple and compound sentences on familiar topics.
		1.10.b. Proficiency Indicator
		With prompting and support:
		  Recognize and use a small number of frequently occurring nouns, verbs, prepositions and conjunctions.
		  Produce simple sentences on a familiar topic.
			1.10.c. Proficiency Indicator
			With prompting and support:
			  Recognize and use a small number of frequently occurring nouns and verbs.
			  Respond to simple questions. (For example, yes or no or wh- questions.)

	1.10.a. Examples
	A student may:
	  Add descriptors (adjectives, adverbs) to expand sentences.
	  Retell an event from his or her day or retell a story read to him or her.
		1.10.b. Examples
		A student may:
		  Tell the teacher about the picture.
		  List one to two words that are descriptors.
			1.10.c. Examples
			A student may:
			  Identify nouns or verbs by selecting the object or picture that corresponds to the noun or verb.
			  Recognize or recite a repeated story line.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ⟵⟶		Least Complex
		Match symbols to a holiday, event or sport to produce a greeting card, poster or banner. Match or label pictures to/with nouns and verbs. Tell what a person or animal in a picture is doing.	

GRADE 1 STANDARDS BY MODALITIES

Learning Standard	Complexity A	Complexity B	Complexity C
RECEPTIVE MODALITY			
Listening and Reading			
1.LR.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.LR.1.a. Proficiency Indicator** With prompting and support, use an increasing range of strategies to: Answer questions about key details. • Retell basic information from read-alouds, oral presentations and simple written texts.	**1.LR.1.b. Proficiency Indicator** With prompting and support, use an emerging set of strategies to: 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 and pictorial sentence frames.	**1.LR.1.c. Proficiency Indicator** With prompting and support, use a very limited set of strategies to: Identify a few key words from read-alouds, 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).
	1.LR.1.a. Example A student may: Answer simple wh- questions about text. Tell what is happening in a provided picture. Choose from a set of word phrases or sentences to: Answer questions about key details; Retell a key detail.	**1.LR.1.b. Example** A student may: Choose the three pictures from a field of five that show key details. Fill in the blanks about key details using a sentence frame. Respond to simple wh- questions. Match pictures to words or text and identify pictures. Select pictures related to key details, setting and characters. • Choose from a field of pictures (or word phrases) the key details of the presentation or text.	**1.LR.1.c. Example** A student may: Choose a picture of a familiar object (or familiar word phrase) from a field of two or three. • Identify up to three key words related to content of information presented orally.

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Learning Standard	Complexity A	Complexity B	Complexity C

1.LR.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.	**1.LR.8.a. Proficiency Indicator**
	With prompting and support:
	• 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.
		1.LR.8.b. Proficiency Indicator
		With prompting and support:
		  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.
			1.LR.8.c. Proficiency Indicator
			With prompting and support:
			  Recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences or events.

	1.LR.8.a. Example
	A student may:
	  Complete sentence frames or respond to verbal prompting such as, "What happened next?"
	  Sequence pictures or provided sentences in the correct order.
	• Use some frequently occurring linking words (and, so) and temporal words (first, then).
		1.LR.8.b. Example
		A student may:
		  Answer in a sentence what he did last night. Student may complete a sentence frame.
		  Complete a daily report about events during the school day.
		  Put the pictures in the correct sequence (first, then, last) when provided with three pictures related to the sequence of events.
		  Use pictures to tell about or retell what the teacher just presented.
		  Tell details about a picture or topic.
		  Provide facts about him or herself (For example, family, siblings, age, likes.)
		• Use some frequently occurring linking words (and, so).
			1.LR.8.c. Example
			A student may:
			• Answer, in a single word or short phrase, when asked what he or she did last night.

PRODUCTIVE MODALITY

Speaking and Writing

	Complexity A	Complexity B	Complexity C
1.SW.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	**1.SW.3.a. Proficiency Indicator** With prompting and support: • Tell or dictate simple information about familiar topics, stories, experiences or events.	**1.SW.3.a. Proficiency Indicator** With prompting and support: • Communicate simple messages about familiar topics, experiences or events.	**1.SW.3.a. Proficiency Indicator** With prompting and support: • Communicate simple information or feelings about familiar topics or experiences.

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Learning Standard	Complexity A	Complexity B	Complexity C
1.SW.3 Standard continued	**1.SW.3.a. Example** A student may: Communicate a simple message such as, "Go tell Mr. Tate what Gilbert did in the story." State what needs to be done in a fire drill or draw where to go in a fire drill after reading a story about fire drills and with prompts. • Dictate, draw, use pictures or words.	**1.SW.3.a. Example** A student may: Say "orange pumpkin" or "heavy" when describing a pumpkin. Retell or give two facts about, for example, his or her class, school, state or nation. State, name, list or label parts of a tree. Respond to, "Who blew down the house?" or "What was the house the wolf blew down made of?" when shown a picture of a wolf blowing down a straw house. Dictate, draw or use pictures or words. Use word phrases. List up to two facts or ideas when a familiar topic is presented. Communicate what a character did in a story.	**1.SW.3.a. Example** A student may: Answer yes or no questions. Answer simple questions on familiar topics such as: In a cafeteria: "Do you want chocolate ice cream or vanilla ice cream?" or "Did Harold use a purple crayon or an orange crayon?" Identify feelings of persons or characters in texts. (For example, "Bruce won the race. Does he look happy or sad?") Express a single word idea (happy or sad) about a grade-appropriate text or topic.
1.SW.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence.	**1.SW.4.a. Proficiency Indicator** With prompting and support: Express an opinion or preference about familiar topics, stories, experiences or events.	**1.SW.4.b. Proficiency Indicator** With prompting and support: • Identify a feeling or opinion about familiar topics, experiences or events.	**1.SW.4.c. Proficiency Indicator** With prompting and support: • Indicate a feeling or opinion about familiar topics or experiences.
	1.LR.4.a. Example A student may: Use a word or short phrase to express an opinion or a feeling. (For example, student says, "Like hot dog," with words or word approximations or augmentative and alternative communication output when asked "Are hot dogs or hamburgers better?")	**1.LR.4.b. Example** A student may: Use pictures to complete a sentence to communicate an opinion. "I like__better." Present a picture of hot dog or hamburger to show student choice. Draw a picture of what he or she likes best. Select or label a feeling or opinion about a familiar topic by selecting from two choices using visual aids with support and repetition.	**1.LR.4.c. Example** A student may: Select a response from two choices. • Use eye gaze or touch to select a feeling or opinion when given two choices. (For example, "Are hot dogs or hamburgers better?" Student selects from the two picture options.)
1.SW.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task and audience when speaking and writing.	**1.SW.7.a. Proficiency Indicator** With prompting and support: • Show awareness of the difference between appropriate language for the playground and language for the classroom.	**1.SW.7.b. Proficiency Indicator** With prompting and support: • Show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	**1.SW.7.c. Proficiency Indicator** With prompting and support: Indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences.

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Learning Standard	Complexity A	Complexity B	Complexity C
			Indicate awareness of the appropriate language for the playground and the classroom.
	1.SW.7.a. Example A student may: Use learned words and expressions, appropriate for social and academic contexts. (for example, playground, classroom) with prompts and supports. Use words learned through conversations, reading and being read to with prompts and supports. Use language appropriately. (For example, language used in anger versus learned language to express emotions; communicate intent.) Use pictures to indicate awareness of appropriate language use based on context. (For example, school versus playground.) Demonstrate volume control based on location. • Sort a set of six or more cards into playground language and classroom language.	**1.SW.7.b. Example** A student may: Choose the appropriate language from three-word phrase cards (for example, classroom, social, self-help language) with prompts and supports. Use learned words, sounds and gestures appropriate for social and academic contexts with prompts and supports. (For example, playground, classroom.) Choose the correct phrase from a set of word phrases ("Hey there" vs. "Hello Mr. Graham") when asked which word phrase is "classroom language." Use appropriate words to label familiar items. • Use pictures, sounds or gestures to express him or herself appropriately (in a classroom or playground scenario).	**1.SW.7.b. Example** A student may: Choose the appropriate language from two-word phrase cards (for example, social, self-help language) with prompts and supports. Choose the correct phrase from a set of word phrases ("Hey there" vs. "Hello Mr. Graham") when asked which word phrase is "playground language." Smile when greeting someone. Gesture when he or she does not want more of something. Use sounds, gestures or expressions appropriate for social and self-help English language proficiency contexts. (For example, greetings or needs.)

INTERACTIVE MODALITY

Listening, Speaking, Reading and Writing

1.LSRW.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.	**1.LSRW.2.a. Proficiency Indicator** With prompting and support: Participate in short conversations. Respond to simple yes or no and wh-questions • Follow some rules for discussion about familiar topics.	**1.LSRW.2.b. Proficiency Indicator** With prompting and support: Listen with some participation in short conversations. Respond to simple yes or no and wh-questions. • Follow simple rules for discussion about familiar topics.	**1.LSRW.2.c. Proficiency Indicator** With prompting and support: Listen with limited participation in short conversations. Respond to simple yes or no questions about familiar topics. *Limited participation* includes pointing to pictures, eye contact – looking at the speaker, knocking, eye gazing, blinking, pointing nose, sounds.

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Learning Standard	Complexity A	Complexity B	Complexity C
	1.LSRW.2.a. Examples A student may: Take turns in conversation. Raise hand to indicate a desire to speak. • Participate in a conversation about a chosen topic. (For example, the student is not talking about elephants when the discussion is about fire drill safety.)	**1.LSRW.2.b. Examples** A student may: Respond to simple wh- questions with two or three choices given. (For example, "Which one is the brick house?" or "What color is the sky?") Choose the main idea from information presented. Choose a picture or symbol that represents presented information. Use pictures to respond to yes or no and simple wh- questions. Respond to wh- questions on familiar topics. • Participate in short conversations using short phrases.	**1.LSRW.2.c. Examples** A student may: Respond to simple yes or no questions. (For example, "Is this the brick house?" "Was Jack in the story?" "Did Jack climb a tree in the story?") • Participate in short conversations by turning or orienting toward speaker, attending to speaker, using single words.
1.LSRW.5: An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems.	**1.LSRW.5.a. Proficiency Indicator** With prompting and support: Participate in shared research projects. • Answer a question from provided sources showing increasing control.	**1.LSRW.5.b. Proficiency Indicator** With prompting and support: Participate in shared research projects. • Retell key information from provided sources showing emerging control.	**1.LSRW.5.c. Proficiency Indicator** With prompting and support: Participate in shared research projects. • Label information from provided sources showing limited control.

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1.LSRW.5 Standard continued	1.LSRW.5.a. Examples A student may: Answer questions using a preferred expressive modality with prompts and supports. Provide input by using a preferred expressive modality to indicate animals discussed in the shared research topic. Participate in a shared research project that uses visuals and grade-appropriate books to provide a solution to a given problem using a preferred way to communicate. Tell about an animal — its name, that it has stripes or spots, that it swims. • Respond to, "Show me an animal you like and why?" Student describes this animal, the sound it makes, how it moves and why he or she likes this animal.	1.LSRW.5.b. Example A student may: Select information when given three choices with prompts and supports. Provide input using a preferred way to communicate to indicate animals discussed in the shared research topic. Locate, list and report up to two facts about a given research topic. Fill in details (up to three) on a topic outline for an activity. Provide input by choosing one of three or four pictures and naming the chosen picture or sorting zoo animals and naming them. (For example, student puts all zebras together or all lions together.) • Provide input by sorting animals by characteristics. (For example, number of legs, how they move, body covering.)	1.LSRW.5.c. Example A student may: Provide input when given two choices, with prompts and supports. (For example, student selects from choices to respond to the following. "We are talking about the zoo. Here is a lion. Show me another lion.") • Name animals with four legs, animals that like to swim, animals that have stripes.
1.LSRW.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.	1.LSRW.6.a. Proficiency Indicator With prompting and support: • Identify key details that support the main idea of a simple presentation on a familiar topic.	1.LSRW.6.b. Proficiency Indicator With prompting and support: • Identify a key detail that supports the main idea of a simple presentation on a familiar topic.	1.LSRW.6.c. Proficiency Indicator With prompting and support: • Identify the main idea of a simple presentation of a familiar topic.
	1.LSRW.6.a. Example A student may: • Communicate at least two key details that support the main idea from a short text on a familiar topic that is read to the student.	1.LSRW.6.b. Example A student may: • Choose one of three pictures that show a key detail that supports the main idea from a short text on a familiar topic that is read to the student.	1.LSRW.6.c. Example A student may: • Choose one of two pictures that reflect the main idea from a short text on a familiar topic that is read to the student.

Grade Band 2-3

Notes:

- The proficiency descriptors describe end-of-level skills.
- Students may need prompting and support to engage. Support includes modeling think-aloud while writing or verbally demonstrating how to express an opinion; guiding student through process; simple sentence frames; using visual aids and a visual example of what the student needs to do; scaffolding; using pictures attached to light-up buttons; and providing context for information.
- Generally, students should be able to use their preferred methods of communication to respond. A student may point to a visual, use alternative communication or symbols, or use a head nod or gesture. Nonverbal responses may include self-generated language. Students may support communication with nonverbal cues.
- A student also may answer verbally using simple one word/word approximations (with no detail) or two to three word phrases. Written response may include drawing, copying or labeling, production of letters, words, numbers and phrases.
- Examples of familiar topics include anything the student finds interesting (for example, dinosaurs, movies, leaves, plants, paper airplanes); subjects the student has studied recently (for example, weather, apples); family; family events; animals; favorites; food; activities; home; school; school events (arrival, dismissal, lunch, recess); how students get to school; class activities; meals; weather; grocery shopping; going to the movies; TV shows.

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←————————————————→ **Least Complex**		
2-3.1: 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.	**2-3.1.a. Proficiency Indicators** With prompting and support, use an increasing range of strategies to: Answer questions about key details. Retell parts of a story from read-alouds, simple written texts and oral presentations.	**2-3.1.b. Proficiency Indicators** With prompting and support, use an emerging set of strategies to: Identify the main topic or characters. Sequence information from read-alouds, simple written texts and oral presentations.	**2-3.1.c. Proficiency Indicators** With prompting and support, use a very limited set of strategies to: Identify a few key words and phrases from read-alouds, simple written texts and oral presentations.
	2-3.1.a. Examples A student may: Describe what happened in a simple science experiment in simple sentences. Provide sentences about a topic.	**2-3.1.b. Examples** A student may: Answers questions with words or phrases. Answer questions around the main idea or characters. (For example, What is the main idea? Who is the main character? Choose one of the two to three options.)	**2-3.1.c. Examples** A student may: Identify common sight words, colors, items or phrases. (For example, which word is …?) Demonstrate understanding by giving objects or pictures according to attribute (the blue paper, the yellow flower, the long string) upon request. Say a line that often is repeated in the text.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ⟵————————⟶		**Least Complex**
		Put three events in order of beginning, middle and end (options could be images or simple sentences). Answer yes or no and simple "wh" questions about the main topic, about specific sight words and lesson.	
2-3.2: 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.	**2-3.2.a. Proficiency Indicators** With prompting and support: Participate in short conversations. Ask and answer simple questions to exchange ideas or information or clarify for understanding. Follow some rules for discussion about familiar topics.	**2-3.2.b. Proficiency Indicators** With prompting and support: Listen to and participate in short conversations. Respond to simple yes or no and wh-questions. Follow simple rules for discussion about familiar topics.	**2-3.2.c. Proficiency Indicators** With prompting and support: Listen with occasional participation in short conversations. Respond to simple yes or no questions about familiar topics.
	2-3.2.a. Examples A student may: Discuss ideas from the story. Ask and answer questions about the story.	**2-3.2.b. Examples** A student may: Respond to simple questions with two to three word phrases. Answer basic questions. (For example, What color is the car? What is the girl doing?) Answer simple questions using sentence frames and starters.	**2-3.2.c. Examples** A student may: Respond to simple questions about text using a preferred way to communicate. Produce nonverbal and/or vocalization interactions during instruction or read-alouds.
2-3.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	**2-3.3.a. Proficiency Indicators** With prompting and support: Deliver short presentations or information. Compose written text about familiar texts, topics experiences or events.	**2-3.3.b. Proficiency Indicators** With prompting and support: Communicate simple information. Compose simple written text about familiar texts, topics, experiences or events.	**2-3.3.c. Proficiency Indicators** With prompting and support: Communicate simple information about familiar texts, topics, experiences or events.
	2-3.3.a. Examples A student may: Respond to questions such as: Do you like or not like the story? Provide reasons for his or her opinion.	**2-3.3.b. Examples** A student may: Relate what he or she has read using sentence starters or pictures and adding short phrases to show understanding of the text. (For example:	**2-3.3.b. Examples** A student may: Provide one word or picture to complete a sentence using sentence frames. (For example: How does the ___ in the story feel? What word tells _____?

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←————————————→		**Least Complex**
	Provide details to support the main idea or main topic. (For example, what is this story about?) Dictate information to a scribe to produce written text.	In the story, Tom feels sad because _____. The ball is _____.) Tell about the main events or important topics from the text with prompting and support. Dictate information to a scribe to produce written text. (For example, Do you like or not like the story or text?)	Which picture shows _____?)
2-3.4: 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. Proficiency Indicators** With prompting and support: Express a preference. Provide more than one reason for the preference about a familiar topic or story.	**2-3.4.b. Proficiency Indicators** With prompting and support: Express a preference. Provide one reason for the preference about a familiar topic or story.	**2-3.4.c. Proficiency Indicators** With prompting and support: Express a preference about a familiar topic.
	2-3.4.a. Examples A student may: Provide an opinion on a provided topic and be able to tell why he or she has that opinion. Sentence frames can be used to help language proficiency with responses. (For example, I like ___ because _____.)	**2-3.4.b. Examples** A student may: Provide a preference when asked to choose between a field of two or more. Respond with a yes or no response and give one reason why when asked an open-ended question.	**2-3.4.c. Examples** A student may: Provide a preference when asked to choose between a field of two. Share a "like" or "dislike" when asked about a familiar topic.
2-3.5: 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. Proficiency Indicators** With prompting and support: Participate in shared research projects. Recall information from experience. Sort information from provided sources into categories.	**2-3.5.b. Proficiency Indicators** With prompting and support: Participate in shared research projects. Recall information from experience. Record key information from provided sources.	**2-3.5.c. Proficiency Indicators** With prompting and support: Participate in shared research projects. Label information from provided sources.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ⟵⟶		Least Complex

	2-3.5.a. Examples
	A student may:
	  Participate in a research project by answering questions about a topic or asking questions about a topic provided (or pictures of topics).
	  Identify information provided as true or false (real or not). (For example, "Zebras have spots" is not a true statement.)
	  Sort objects or pictures according to common characteristics.
	  Identify a word or noun by pointing to a picture or object.
		2-3.5.b. Examples
		A student may:
		  Participate in a research project by answering simple questions about a topic.
		  Agree or disagree with a stated opinion.
		  Identify the subject of research by answering questions about the topic, listening to and describing information about a subject and writing short statements about the subject.
			2-3.5.c. Examples
			A student may:
			  Label or match objects or pictures.
			  Produce nonverbal responses or vocalization interactions.

2-3.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.	**2-3.6.a. Proficiency Indicators**
	With prompting and support:
	  Tell how one or two reasons support the specific points an author or speaker makes on a familiar topic.
		2-3.6.b. Proficiency Indicators
		With prompting and support:
		  Identify a reason an author or a speaker gives to support the main point of a familiar topic.
			2-3.6.c. Proficiency Indicators
			With prompting and support:
			  Analyze and critique the arguments of others orally and in writing.

	2-3.6.a. Examples
	A student may:
	  Respond to simple wh- questions. (For example, What does the speaker or author want to happen? Why does the speaker or author want…?)
	  Respond to questions such as "Why was Joe sad? Why are fire drills important? Why does the policeman say to stop at a red light?"
		2-3.6.b. Examples
		A student may:
		  Respond to questions such as, "Show me how you know this?"
		  Point to a frequently occurring word or phrase supports the main idea.
		  determine why the speaker or author likes or dislikes their main point.
			2-3.6.c. Examples
			A student may:
			  Identify the main idea of a presentation.

2-3.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task, and audience when speaking and writing.	**2-3.7.a. Proficiency Indicators**
	With prompting and support:
	  Use an increasing number of learned words, sounds, expressions and gestures appropriate for social and academic contexts showing increasing control. (For example, playground versus classroom.)
		2-3.7.b. Proficiency Indicators
		With prompting and support:
		  Use some learned words, sounds, expressions and gestures appropriate for social and academic contexts showing developing control. (For example, playground versus classroom.)
			2-3.7.c. Proficiency Indicators
			With prompting and support:
			  Recognize the meaning of some words learned through conversations, reading and being read to.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ⟵———⟶		Least Complex
2-3.7 Standard continued	**2-3.7.a. Examples** A student may: Use language appropriately. (For example, language used in anger versus learned language to express emotions; communicative intent.) Use pictures to indicate awareness of appropriate language use based on context. (For example, school versus playground.) Demonstrate volume control based on location. (For example, use a quieter "inside voice" when in the classroom, but yelling to friends is acceptable on the playground.) Sort a set of six or more cards into playground language and classroom language. Talk about topic given by teacher. (For example, when asked to talk about animals does not talk about swimming with a sibling.)	**2-3.7.b. Examples** A student may: Choose the appropriate language from three-word phrase cards (for example, classroom, social, self-help language) with prompts and supports. Select the word phrase that is "classroom language" when presented with a set of word phrases. (For example, "Hey there," or "Hello Mr. Graham.") Smile when greeting someone. Gesture when he or she does not want more of something. Use sounds, gestures or expressions appropriate for social and self-help contexts. (For example, greetings or needs.)	**2-3.7.c. Examples** A student may: Choose the appropriate language from two-word phrase cards (for example, social, self-help language) with prompts and supports. Select the word phrase that is "playground language" when presented with a set of word phrases. (For example, "Hey there," or "Hello Mr. Graham.") Smile when greeting someone. Gesture when he or she does not want more of something. Use sounds, gestures or expressions appropriate for social and self-help contexts. (For example, greetings or needs.)
2-3.8: 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. Proficiency Indicators** With prompting and support: 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.	**2-3.8.b. Proficiency Indicators** With prompting and support: 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.	**2-3.8.c. Proficiency Indicators** With prompting and support: 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.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←	→	Least Complex
2-3.8 Standard continued	**2-3.8.a. Examples** A student may: Ask for clarification if he or she does not understand a word heard orally. Ask questions about provided pictures.	**2-3.8.b. Examples** A student may: Identify the word or word combination and picture associated with the picture. Name a word to match an environmental print and may inquire about an environmental print that is new to him or her. Respond to questions such as, "When the sign says stop do I keep going?" Look at, read and point to words or phrases and expressions that are related to common events, topics and ideas in daily life.	**2-3.8.c. Examples** A student may: Give, look at and point to the "red" shirt when shown red and blue. Identify an environmental print such as universal signs for bathroom and stop signs.
2-3.9: An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text.	**2-3.9.a. Proficiency Indicators** With prompting and support: 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.	**2-3.9.b. Proficiency Indicators** With prompting and support: Communicate simple information about an event or familiar topic. Retell two events in sequence. Use some frequently occurring linking words with emerging control.	**2-3.9.c. Proficiency Indicators** 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.
	2-3.9.a. Examples A student may: Place pictures, words, phrases or simple sentences, from a field of three to five, in correct order of events.	**2-3.9.b. Examples** A student may: Place three pictures in correct order of beginning, middle and end. Use simple words or a phrase to explain each event.	**2-3.9.c. Examples** A student may: Select a card or a picture that reflects an event or topic.
2-3.10: 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. Proficiency Indicators** With prompting and support: 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.	**2-3.10.b. Proficiency Indicators** With prompting and support: Recognize and use a small number of frequently occurring nouns, verbs, adjectives, adverbs and conjunctions. Produce simple sentences on a familiar topic.	**2-3.10.c. Proficiency Indicators** With prompting and support: Recognize and use a small number of frequently occurring nouns and verbs. Respond to simple questions. (For example, yes or no and wh- questions.)

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←	→	**Least Complex**
	2-3.10.a. Examples A student may: Describe a picture using simple sentences. Use prepositional phrases in response to questions. (For example, Where did she put the cat? In the box.) Dictate sentences related to a prompt.	**2-3.10.b. Examples** A student may: Identify the meaning of words by using two-word phrases using the preferred mode of communication. Complete a sentence from a list of options when looking at a picture. (For example, the photo shows a cat in a box. The sentence frame: The ___is _____ the _____.) If student cannot do independently, the teacher may give the student choices: cat or dog, in or on, or box or can.) Apply simple language understanding by describing pictures of common and high-frequency words. Student may combine two to three words to create short descriptions.	**2-3.10.c. Examples** A student may: Identify the meaning of a word by pointing to a picture related to or describing that word.

GRADE BAND 2-3 STANDARDS BY MODALITIES

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex	←——————————————————→	Least Complex
RECEPTIVE MODALITY			
Listening and Reading			

2-3.LR.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.	**2-3.LR.1.a. Proficiency Indicator**
	With prompting and support, use an increasing range of strategies to:
	  Answer questions about key details.
	  Retell parts of a story from read-alouds, simple written texts and oral presentations.
		2-3.LR.1.b. Proficiency Indicator
		With prompting and support, use an emerging set of strategies to:
		  Identify the main topic or characters.
		  Sequence information from read-alouds, simple written texts and oral presentations.
			2-3.LR.1.c. Proficiency Indicator
			With prompting and support, use a very limited set of strategies to:
			  Identify a few key words and phrases from read-alouds, simple written texts and oral presentations.

	2-3.LR.1.a. Example
	A student may:
	  Describe what happened in a simple science experiment in simple sentences.
	  Provide sentences about a topic.
		2-3.LR.1.b. Example
		A student may:
		  Answer questions with words or phrases.
		  Answer questions around the main idea or characters. Choose one of the two to three options. (For example, "What is the main idea?" "Who is the main character?")
		  Put three events in order of beginning, middle and end (options could be images or simple sentences).
		  Answer yes or no and simple "wh" questions about the main topic, specific sight words and lesson.
			2-3.LR.1.c. Example
			A student may:
			  Identify common sight words, colors, items or phrases. (For example, which word is …?)
			  Demonstrate understanding by giving objects or pictures according to attribute (the blue paper, the yellow flower, the long string) upon request.
			  Say a line that often is repeated in the text.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ⟵————————⟶ Least Complex		
2-3.LR.8: 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.LR.8.a. Proficiency Indicator** With prompting and support: 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.	**2-3.LR.8.b. Proficiency Indicator** With prompting and support: 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.	**2-3.LR.8.c. Proficiency Indicator** With prompting and support: 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.
	2-3.LR.8.a. Example A student may: Ask for clarification if he or she does not understand a word heard orally. Ask questions about provided pictures.	**2-3.LR.8.b. Example** A student may: Identify the word or word combination and picture associated with the picture. Name a word to match an environmental print and may inquire about an environmental print that is new to him or her. Respond to questions such as, "When the sign says stop do I keep going?" Look at, read and point to words or phrases and expressions that are related to common events, topics and ideas in daily life.	**2-3.LR.8.c. Example** A student may: Look at and point to the "red" shirt when shown red and blue. Identify an environmental print such as universal signs for bathroom and stop signs.
PRODUCTIVE MODALITY			
Speaking and Writing			
2-3.SW.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	**2-3.SW.3.a. Proficiency Indicator** With prompting and support: Deliver short presentations or information. Compose written text about familiar texts, topics, experiences or events.	**2-3.SW.3.a. Proficiency Indicator** With prompting and support: Communicate simple information. Compose simple written text about familiar texts, topics, experiences or events.	**2-3.SW.3.a. Proficiency Indicator** With prompting and support: Communicate simple information about familiar texts, topics, experiences or events.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ⟵	⟶	Least Complex

2-3.SW.3 Standard continued	**2-3.SW.3.a. Example**
	A student may:
	  Respond to questions such as "Do you like or not like the story?"
	  Provide reasons for his or her opinion.
	  Provide details to support the main idea or main topic. (For example, "What is this story about?)
	  Dictate information to a scribe to produce written text.
		2-3.SW.3.a. Example
		A student may:
		  Relate what he or she has read, using sentence starters or pictures, and adding short phrases to show understanding of the text. (For example:
		    o In the story, Tom feels sad because ____.
		    o The ball is _____.)
		  Tell about the main events or important topics from the text with prompting and support.
		  Dictate information to a scribe to produce written text. (For example, Do you like or not like the story or text?)
			2-3.SW.3.a. Example
			A student may:
			  Provide one word or picture to complete sentence, using sentence frames. (For example:
			    o How does the ____ in the story feel?
			    o What word tells ____?
			    o Which picture shows _____?)

2-3.SW.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence.	**2-3.SW.4.a. Proficiency Indicator**
	With prompting and support:
	  Express a preference.
	  Provide more than one reason for the preference about a familiar topic or story.
		2-3.SW.4.b. Proficiency Indicator
		With prompting and support:
		  Express a preference.
		  Provide one reason for the preference about a familiar topic or story.
			2-3.SW.4.c. Proficiency Indicator
			With prompting and support:
			  Express a preference about a familiar topic.

	2-3.LR.4.a. Example
	A student may:
	  Provide an opinion on a provided topic and be able to tell why he or she has that opinion. Sentence frames can be used to help language proficiency with responses. (For example, I like _____ because _____.)
		2-3.LR.4.b. Example
		A student may:
		  Provide a preference, when asked to choose between a field of two or more.
		  Respond with a yes or no response and give one reason why when asked an open-ended question.
			2-3.LR.4.c. Example
			A student may:
			  Provide a preference, when asked to choose between a field of two.
			  Share a "like" or "dislike" when asked about a familiar topic.

2-3.SW.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task and audience when speaking and writing.	**2-3.SW.7.a. Proficiency Indicator**
	With prompting and support:
	  Use an increasing number of learned words, sounds, expressions and gestures appropriate for social and academic contexts showing increasing control. (For example, playground versus classroom.)
		2-3.SW.7.b. Proficiency Indicator
		With prompting and support:
		  Use some learned words, sounds, expressions and gestures appropriate for social and academic contexts showing developing control. (For example, playground versus classroom.)
			2-3.SW.7.c. Proficiency Indicator
			With prompting and support:
			  Recognize the meaning of some words learned through conversations, reading and being read to.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←——————————→ Least Complex		
	2-3.SW.7.a. Example A student may: Use language appropriately. (For example, language used in anger versus learned language to express emotions; communicative intent.) Use pictures to indicate awareness of appropriate language use based on context. (For example, school versus playground.) Demonstrate volume control based on location. (For example, use a quieter "inside voice" when in the classroom but yelling to friends is acceptable on the playground.) Sort a set of six or more cards into playground language and classroom language. Talk about topic given by teacher. (For example, when asked to talk about animals does not talk about swimming with a sibling.)	**2-3.SW.7.b. Example** A student may: Choose the appropriate language from three-word phrase cards (for example, classroom, social, self-help language) with prompts and supports. Select the word phrase that is "classroom language" when presented with a set of word phrases. (For example, "Hey there," or "Hello Mr. Graham.") Smile when greeting someone. Gesture when he or she does not want more of something. Use sounds, gestures or expressions appropriate for social and self-help contexts. (For example, greetings or needs.)	**2-3.SW.7.b. Example** A student may: Choose the appropriate language from two-word phrase cards (for example, social, self-help language) with prompts and supports. Select the word phrase that is "playground language" when presented with a set of word phrases. (For example, "Hey there," or "Hello Mr. Graham.") Smile when greeting someone. Gesture when he or she does not want more of something. Use sounds, gestures or expressions appropriate for social and self-help contexts. (For example, greetings or needs.)

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Grade Band 4-5

Notes:

- The proficiency descriptors describe end-of-level skills.
- Students may need prompting and support to engage. Verbal prompting includes: questions asked by teachers or directions given to students such as "Point to the…," or "Show me…," pictures, graphics and visuals that elicit a desired response from a student and verbal sentence frames. Support includes modeling think-aloud while writing or verbally demonstrating how to express an opinion; guiding students through process; using simple sentence frames; using visual aids and a visual example of what the student needs to do; scaffolding; using pictures attached to light-up buttons; and providing context for information.
- Generally, students should be able to use their preferred methods of communication to respond. A student may point to a visual, use alternative communication or symbols, or use a head nod or gesture. Nonverbal responses may include self-generated language. Students may support communication with nonverbal cues A student also may answer verbally using simple one word/word approximations (with no detail) or two- to three-word phrases. Written response may include drawing, copying or labeling, or producing letters, words, numbers, and phrases.
- Examples of familiar topics include anything the student finds interesting (for example, dinosaurs, movies, leaves, plants or paper airplanes), subjects the student has studied recently (for example, weather, apples), family, family events, animals, favorites, food, activities, home, school, school events (arrival, dismissal, lunch, recess), how students get to school, class activities, meals, weather, grocery shopping, going to the movies and TV shows.
- Familiar topics include food, family, topics covered in class, topics related to common experiences, school routines; subject material that already has been taught or presented in class. At more advanced levels, familiar topics can include current events, school rules, school events and conflicts with peers.
- At grades 4 and 5, the student may just be beginning to ask questions to clarify meaning.

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←————————————————→		**Least Complex**
4-5.1: 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.	**4-5.1.a. Proficiency Indicators** With prompting and support, use an increasing range of strategies to: Determine the main idea or theme. Identify some details that support the main idea or theme. Retell parts of a story from read-alouds,	**4-5.1.b. Proficiency Indicators** With prompting and support, use an emerging set of strategies to: Identify the main topic or characters. Sequence information from read-alouds, simple written texts and oral presentations.	**4-5.1.c. Proficiency Indicators** With prompting and support, use a very limited set of strategies to: Identify a few key words and phrases from read-alouds, simple written texts and oral presentations.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←	→	**Least Complex**
	simple written texts and oral presentations.		

4-5.1: Standard continued	**4-5.1.a. Examples**
	A student may:
	  Use pictures to assist in a retell.
	  Answer wh- questions about text.
	  Locate answers to wh- questions in written text.
		4-5.1.b. Examples
		A student may:
		  Identify common sight word, colors, items or phrases with limited prompting or among several options.
		  Complete sentences. (For example, "In this story, the lion lived at the _____ (zoo).")
		  Identify the main topic by a one- or multiple- word oral or written response or gesturing, such as pointing to pictures or word/s that identify the main topic.
		  Use pictures to assist in a retell. Pictures may be provided, or students may draw short sketches of what they visualize while listening to the teacher read.
		  Answer wh- questions about text.
			4-5.1.c. Examples
			A student may:
			  Identify key vocabulary. (For example, "This is a lion. Can you point to another lion?")
			  With support and guidance, identify his or her name or environmental print.
			  Choose from two pictures. (For example, "Which boy is on a red bike?")
			  Identify common sight words, colors, items or phrases. (For example, which word is …?)

4-5.2: 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.	**4-5.2.a. Proficiency Indicators**
	With prompting and support:
	  Participate in short conversations.
	  Participate in short written exchanges
	  Respond to others' comments or ideas about familiar topics and texts.
		4-5.2.b. Proficiency Indicators
		With prompting and support:
		  Participate in short conversations.
		  Participate in short written exchanges.
		  Respond to simple questions about familiar topics and texts.
			4-5.2.c. Proficiency Indicators
			With prompting and support:
			  Participate in short conversations.
			  Participate in short written exchanges about familiar topics.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←——————————→		**Least Complex**

4-5.2: Standard continued	**4-5.2.a. Examples**
	A student may:
	  Provide specific details about events or topics.
	  Answer wh- questions about text.
	  Write or dictate a short sentence about a topic. (For example, a short letter to someone.)
	  Use appropriate social skills in short conversations, such as turn-taking or raising hand in class discussion.
		4-5.2.b. Examples
		A student may:
		  Participate in short written exchange by providing multiple responses using task-specific word banks.
		  Use appropriate social skills in short conversations, such as turn-taking or raising hand in class discussion.
		  Respond to wh- questions about the text. (For example, "Have you…?") Sentence starters can be used to build another person's response.
		  Provide specific details about events or topics.
		  Write or dictate a short sentence about topic.
		  Using conversation frames, participate in a conversation about familiar topics, such as, "Should students wear uniforms?
			4-5.2.c. Examples
			A student may:
			  Respond to simple questions about key words or events with yes or no responses, making a choice between two or three visual prompts or providing a picture to complete a sentence read by teacher.
			  Participate in an oral exchange by repeating a model conversation with pictures such as, "Who has the green shirt? Mary has the green shirt. Who has the yellow shirt?"
			  Participate in short written exchanges by choosing a word or picture from a bank.
			  Use one or two words to respond to wh- questions.
			  Participate in short written exchanges by ordering sentences.
			  Provide a single written response to a question or make a comment using task-specific word banks.

4-5.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	**4-5.3.a. Proficiency Indicators**
	With prompting and support:
	  Deliver short presentations or information.
	  Compose written text about familiar texts, topics and experiences.
		4-5.3.b. Proficiency Indicators
		With prompting and support:
		  Communicate simple information.
		  Compose simple written text about familiar texts, topics and experiences.
			4-5.3.c. Proficiency Indicators
			With prompting and support:
			  Communicate simple information about familiar texts, topics, events or objects in the environment.

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4-5.3: Standard continued	4-5.3.a. Examples A student may: Compose written texts about a text or topic using multiple simple sentences. Communicate information about texts with verbal prompting or by use of visual aids as prompts.	4-5.3.b. Examples A student may: Identify the topic of the text. (For example, "This story was about_____.") With prompting, share responses about written or oral text. This could be answering simple questions about the text or topic. Illustrate and label, dictate or compose a narrative or expositive text. Narrative should include clear beginning, middle and end. Expository should include topic and one or two supporting details. Communicate using his or her preferred communication mode to share details from the story. (For example, "What is the character doing on this page?" "The girl is…")	4-5.3.b. Examples A student may: Indicate if he or she liked or disliked a text or topic. Identify the correct feeling or emotion of a character. Identify the topic of presented text. (For example, "Was this about bicycles or trains?") Upon request, indicate information the author shared in the text.
4-5.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence.	4-5.4.a. Proficiency Indicators With prompting and support: Express an opinion. Provide a few reasons or facts to support the opinion about a familiar topic.	4-5.4.b. Proficiency Indicators With prompting and support: Express an opinion. Provide one or two reasons or facts to support the opinion about a familiar topic.	4-5.4.c. Proficiency Indicators With prompting and support: Express an opinion about a familiar topic.
	4-5.4.a. Examples A student may: Provide an opinion and tell why he or she has that opinion. The student also may use a few details or facts from the text to support that opinion.	4-5.4.b. Examples A student may: State a preference and provide a reason to support that preference. State an opinion and provide a reason or fact to support the opinion. Respond to the following: At the end of the unit on maps, the student may be shown a political map and a topographical map and asked, "Which map would be more helpful if you were lost? Tell one reason why."	4-5.4.c. Examples A student may: Provide a preference when asked to choose between two or three objects.

4-5.5: An English learner with significant cognitive disabilities can conduct research, evaluate and communicate findings to answer questions or solve problems.	4-5.5.a. Proficiency Indicators With prompting and support: Participate in shared research projects. Recall information from experience. Retell key ideas and information from provided sources.	4-5.5.b. Proficiency Indicators With prompting and support: Participate in shared research projects. Recall information from experience Record some information from provided sources.	4-5.5.c. Proficiency Indicators With prompting and support: Participate in shared research projects Label information from provided sources.
	4-5.5.a. Examples A student may: Make observations and provide information from provided visual aids. (For example, when provided a picture of a penguin, the student can state that penguins are black and white.) Select and make observations and provide information from provided visual aids. (For example, when provided a choice of nature magazines or pictures, the student can select and describe the picture of a penguin.) After reading silently or aloud with the teacher, identify relevant facts in print. Student may paraphrase or direct quote. If studying penguins, sort several picture cards into those that are not penguins and those that are penguins using established criteria, such as penguins are black and white and have webbed feet. Respond to, "Can you tell me a detail about penguins?" Given a model to follow, provide some citations, like a title or author name of a more than one type of source. (For example, webpage, book, magazine.) May be able to transfer some citations to a works cited page.	**4-5.5.b. Examples** A student may: Recognize or identify pictures or words about the topic of research. This will look different for students depending on their needs. Make observations and provide key details from provided visual aids. Identify relevant facts in print. Student may copy and include quotations to show direct quote. Respond with a single word or short phrase to "What color is the penguin?"	**4-5.5.c. Examples** A student may: Identify which one, two or three choices relate(s) to the topic or activity choices may have to be very distinctly different.
4-5.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.	**4-5.6.a. Proficiency Indicators** With prompting and support: Tell how one or two reasons support the specific points an author or a speaker makes on a familiar topic.	**4-5.6.b. Proficiency Indicators** With prompting and support: Identify a reason an author or speaker gives to support a main idea. Agree or disagree with the author or speaker.	**4-5.6.c. Proficiency Indicators** With prompting and support: Identify a point an author or speaker makes.

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	4-5.6.a. Examples	4-5.6.b. Examples	4-5.6.c. Examples
	A student may: Respond to wh- questions. (For example, "What does the speaker or author want to happen?" "why does the speaker/author want…?") Respond using sentence frames such as: "The author or speaker believes….and I agree with him/her because…." Organize the author/speaker's points by completing a graphic organizer. (For example, webpage, book, magazine.) May be able to transfer some citations to a works cited page.	A student may: When prompted with questions such as, "What does the speaker feel about X or Y? How do you know?" provide a reasonable response. Given two or more pictures, identify which one represents the speaker's or author's topic. Point to a picture showing the speaker's or author's feelings about the topic. (For example, "Can you find a picture or word in the text to show why the author is sad?") Given categories (informative, persuasive and entertain), match texts to their categories. May use pictures of covers of familiar books.	A student may: When given descriptions of a preference of the speaker, respond to the following, "Does the speaker feel X or Y?" or "Is the speaker happy or sad?" When given three possible points, indicate which point the author made.
4-5.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task and audience when speaking and writing.	**4-5.7.a. Proficiency Indicators** With prompting and support and showing increasing control: Use an increasing number of learned words, sounds, expressions and gestures appropriate for social and academic contexts showing increasing control. (For example, playground versus classroom.)	**4-5.7.b. Proficiency Indicators** With prompting and support and showing increasing control: Use some learned words, sounds, expressions and gestures appropriate for social and academic contexts showing developing control. (For example, playground versus classroom.)	**4-5.7.c. Proficiency Indicators** With prompting and support and showing increasing control: Recognize the meaning of some words learned through conversations, reading and being read to.

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| 4-5.7 Standard continued | 4-5.7.a. Examples
A student may:
  Talk about topic given by teacher. (For example, when asked to talk about animals does not talk about swimming with a sibling.)
  Initiate a greeting or farewell using appropriate words and timing to respond to a peer. | 4-5.7.b. Examples
A student may:
  Respond appropriately to, for example, "How old are you?" Student's response is a number, not the name of a color.
  When indicating choice of food to eat, indicate with a picture or say the name of a food, not an animal. (For example, when the student feels cold, indicate cold, not "sleepy.")
  Given a picture of a teacher, choose the best title: Mrs. Smith, Mr. Smith, Dr. Smith.
  Given choices, write a closing and signature for a friendly letter.
  Given two word or phrase choices, select the better greeting, title or vocabulary.
  Given a situation, choose the better vocabulary, tone or gesture.
  Use the correct word(s) in the correct context. | 4-5.7.c. Examples
A student may:
  Match appropriate greetings, vocabulary, tone or mechanics (upper case and lower case) to situations and people.
  Use appropriate words and timing to respond to an adult. (For example, greeting or farewell.) |
| **4-5.8:** An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text. | **4-5.8.a. Proficiency Indicators**
With prompting and support and using context, visual aids, reference materials, and knowledge of English:
  determine the meaning of frequently occurring words and phrases, general academic and content-specific words and an increasing number of expressions in texts about familiar topics, experiences or events. | **4-5.8.b. Proficiency Indicators**
With prompting and support and relying some on context, visual aids, reference materials and communicative experience:
  determine the meaning of some frequently occurring words, phrases and expressions in simple oral discourse, read-alouds and simple written texts about familiar topics, experiences or events. | **4-5.8.c. Proficiency Indicators**
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 simple oral discourse, read-alouds and simple written texts about familiar topics, experiences or events. |

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4-5.8 Standard continued	4-5.8.a. Examples
	A student may:
	  Given verbal directions to find the total number of pets at the pet store, combine the number of dogs, cats and birds to find the total number. The student is demonstrating knowledge of the math term, total.
		4-5.8.b. Examples
		A student may:
		  respond appropriately to beginning formulaic expressions such as "time for lunch," go to the bathroom," and "time to go."
		  match a word to a picture.
			4-5.8.c. Examples
			A student may:
			  give, look at or point to the 'red' shirt when shown red and blue.
			  identify environmental print such as universal signs for bathroom and stop signs.

4-5.9: An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text.	**4-5.9.a. Proficiency Indicators**
	With prompting and support:
	  communicate a few pieces of information about a familiar topic.
	  retell a short sequence of events.
	  use an increasing range of temporal words and linking words and some transitional words and phrases with increasing control.
		4-5.9.b. Proficiency Indicators
		With prompting and support:
		  communicate simple information about an event or familiar topic.
		  retell two events in sequence.
		  use some frequently occurring linking words with emerging control.
			4-5.9.c. Proficiency Indicators
			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.

	4-5.9.a. Examples
	A student may:
	  arrange three to five pictures in correct sequence or order simple sentences about topic or task in correct order.
	  dictate steps in a task with prompting (Do you do anything after...? What happened next?)
	  communicate the details in an event using first, next, etc.
		4-5.9.b. Examples
		A student may:
		  with prompting, retell the events of an experience in order or put two pictures in the correct order.
		  retell the sequence of events in a story or arrange two pictures in the correct order.
		  identify pictures that relate to the topic of discussion.
		  given print or spoken words, arrange them in the correct order.
		  arrange two pictures in correct sequence or order simple sentences about a topic or task in correct order.
			4-5.9.c. Examples
			A student may:
			  indicate which picture is related to the current events described in an article.
			  given an array of photos, indicate which photos best describe the events read about in the current event article.
			  put two events in order when asked what happens first and what happens next.

4-5.10: An English learner with significant cognitive disabilities can make accurate use of standard English to communicate in grade-appropriate speech and writing.	**4-5.10.a. Proficiency Indicators**
	With prompting and support:
	  Recognize and use an increasing number of frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs and conjunctions.
	  Produce simple and compound sentences and a few complex sentences on familiar topics.
		4-5.10.b. Proficiency Indicators
		With prompting and support:
		  Recognize and use a small number of frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs and conjunctions.
		  Produce simple sentences on a familiar topic.
			4-5.10.c. Proficiency Indicators
			With prompting and support:
			  Identify the meaning of words by pointing to or giving teacher a picture related to the word.
			  Indicate the correct one of two pictures: one is of a man walking; another has a man swimming. The student is asked, "Which man is walking?"
			  Given a sentence with a preposition, choose the appropriate picture. (For example, "The book is on the table," or "The book is under the table.")
			  Identify the meaning of words by indicating a picture related to the word.

	4-5.10.a. Examples
	A student may:
	  Identify sight words by matching word to picture (puts the word "dog" under the picture of the dog). When shown a more complex picture, can describe the picture upon request ("Blue shirt on table").
	  When given a picture, compose a grammatically correct sentence that describes the picture using the given word bank.
		4-5.10.b. Examples
		A student may:
		  When given five picture cards, point to appropriate card when prompted.
		  Identify meaning of words by pointing to or giving teacher a picture related to the word.
		  Using complex pictures, identify given vocabulary words. For example, students are given a picture of a zoo. The student circles or points to different objects when prompted such as, "Where is the zebra?" or "Where is the man?"
		  Complete cloze prompts.
		  Identify sight words by matching word to picture (puts the word "dog" under the picture of the dog). When shown a more complex
			4-5.10.c. Examples
			A student may:
			  Identify the meaning of words by pointing to or giving teacher a picture related to the word.
			  Indicate the correct one of two pictures: one is of a man walking; another has a man swimming. The student is asked, "Which man is walking?"
			  Given a sentence with a preposition, choose the appropriate picture. (For example, "The book is on the table," or "The book is under the table.")
			  Identify the meaning of words by indicating a picture related to the word.

		picture, can describe the picture upon request ("Blue shirt on table"). Listen to the speaker and appropriately respond to simple questions about familiar items or events. (For example, "What did you eat for lunch?" or "Who is your teacher?")	

GRADE BAND 4-5 BY MODALITIES

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ⟵⟶		Least Complex
RECEPTIVE MODALITY			
Listening and Reading			
4-5.LR.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.	**4-5.LR.1.a. Proficiency Indicator** With prompting and support, use an increasing range of strategies to: Determine the main idea or theme. Identify some details that support the main idea or theme. Retell parts of a story from read-alouds, simple written texts and oral presentations.	**4-5.LR.1.b. Proficiency Indicator** With prompting and support, use an emerging set of strategies to: Identify the main topic or characters. Sequence information from read-alouds, simple written texts and oral presentations.	**4-5.LR.1.c. Proficiency Indicator** With prompting and support, use a very limited set of strategies to: Identify a few key words and phrases from read-alouds, simple written texts and oral presentations.

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←——————————→ Least Complex		
	4-5.LR.1.a. Example A student may: Use pictures to assist in a retell. Answer wh- questions about text. Locate answers to wh- questions in written text.	**4-5.LR.1.b. Example** A student may: Identify common sight word, colors, items or phrases with limited prompting or among several options. Complete sentences. (For example, "In this story, the lion lived at the _____ (zoo).") Identify the main topic by a one- or multiple-word oral or written response or gesturing such as pointing to pictures or words that identify the main topic. Use pictures to assist in a retell. Pictures may be provided or students may draw short sketches of what they visualize while listening to the teacher read. Answer wh- questions about text.	**4-5.LR.1.c. Example** A student may: Identify key vocabulary. (For example, "This is a lion. Can you point to another lion?") With support and guidance, identify their name, environmental print. Choose from two pictures. (For example, "Which boy is on a red bike?") Identify common sight words, colors, items or phrases. (For example, which word is …?)
4-5.LR.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.	**4-5.LR.8.a. Proficiency Indicator** With prompting and support and using context, visual aids, reference materials, and knowledge of English: • Determine the meaning of frequently occurring words and phrases, general academic and content-specific words and an increasing number of expressions in texts about familiar topics, experiences or events.	**4-5.LR.8.b. Proficiency Indicator** With prompting and support and relying some on context, visual aids, reference materials and communicative experience: • Determine the meaning of some frequently occurring words, phrases and expressions in simple oral discourse, read-alouds and simple written texts about familiar topics, experiences or events.	**4-5.LR.8.c. Proficiency Indicator** 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 simple oral discourse, read-alouds and simple written texts about familiar topics, experiences or events.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←———————————————→		**Least Complex**
	4-5.LR.8.a. Example A student may: • Given verbal directions to find the total number of pets at the pet store, combine the number of dogs, cats and birds to find the total number. The student is demonstrating knowledge of the math term, total.	**4-5.LR.8.b. Example** A student may: • Respond appropriately to functional, formulaic expressions, such as, "time for lunch," "go to the bathroom," and "time to go." • Match a word to a picture.	**4-5.LR.8.c. Example** A student may: • Give, look at or point to the "red" shirt when provided two distinct color selections. • Identify environmental print such as universal signs for bathroom and stop signs.
PRODUCTIVE MODALITY			
Speaking and Writing			
4-5.SW.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	**4-5.SW.3.a. Proficiency Indicator** With prompting and support: • Deliver short presentations or information. • Compose written text about familiar texts, topics and experiences.	**4-5.SW.3.a. Proficiency Indicator** With prompting and support: • Communicate simple information. • Compose simple written text about familiar texts, topics and experiences.	**4-5.SW.3.a. Proficiency Indicator** With prompting and support: • Communicate simple information about familiar texts, topics, events or objects in the environment.

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4-5.SW.3 Standard continued	4-5.SW.3.a. Example A student may: • Compose written texts about a text or topic using multiple simple sentences. • Communicate information about texts with verbal prompting or by use of visual aids as prompts.	4-5.SW.3.a. Example A student may: • Identify the topic of the text. For example, "This story was about _____." • With prompting, share responses about written or oral text. This could be answering simple questions about the text or topic. • Illustrate and label, dictate or compose a narrative or expositive text. Narrative should include clear beginning, middle and end. Expository should include topic and one or two supporting details. • Communicate using his or her preferred communication mode to share details from the story. (For example, "What is the character doing on this page?" "The girl is…")	4-5.SW.3.a. Example A student may: • Indicate if they liked or disliked a text or topic. • Identify the correct feeling or emotion of a character. • Identify the topic of presented text. (For example, "Was this about bicycles or trains?") • Upon request, indicate information the author shared in the text.
4-5.SW.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence.	4-5.SW.4.a. Proficiency Indicator With prompting and support: • Express an opinion. • Provide a few reasons or facts to support the opinion about a familiar topic.	4-5.SW.4.b. Proficiency Indicator With prompting and support: • Express an opinion. • Provide one or two reasons or facts to support the opinion about a familiar topic.	4-5.SW.4.c. Proficiency Indicator With prompting and support: • Express an opinion about a familiar topic.
	4-5.LR.4.a. Example A student may: • Provide an opinion and tell why he or she has that opinion. The student also may use a few details or facts from the text to support that opinion.	4-5.LR.4.b. Example A student may: • State a preference and provide a reason to support that preference. • State an opinion and provide a reason or fact to support the opinion. • Respond to the following: At the end of the unit on maps, the student may be shown a political map and a topographical map and asked, "Which	4-5.LR.4.c. Example A student may: • Say or use a communication system to select a preferred object when requested.

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		map would be more helpful if you were lost? Tell one reason why."	
4-5.SW.7:	**4-5.SW.7.a. Proficiency Indicator** With prompting and support and showing increasing control: • Use an increasing number of learned words, sounds, expressions and gestures appropriate for social and academic contexts showing increasing control. (For example, playground versus classroom.)	**4-5.SW.7.b. Proficiency Indicator** With prompting and support and showing increasing control: • Use some learned words, sounds, expressions and gestures appropriate for social and academic contexts showing developing control. (For example, playground versus classroom.)	**4-5.SW.7.c. Proficiency Indicator** With prompting and support and showing increasing control: • Recognize the meaning of some words learned through conversations, reading and being read to.
	4-5.SW.7.a. Example A student may: • Talk about topic given by teacher. (For example, when asked to talk about animals does not talk about swimming with a sibling.) • Initiate a greeting or farewell using appropriate words and timing to respond to a peer.	**4-5.SW.7.b. Example** A student may: • Respond appropriately to, for example, "How old are you?" Student's response is a number, not the name of a color. • When indicating choice of food to eat, indicate with a picture or say the name of a food, not an animal. (For example, when the student feels cold, indicate cold, not "sleepy.") • Given a picture of a teacher, choose the best title: Mrs. Smith, Mr. Smith, Dr. Smith. • Given choices, write a closing and signature for a friendly letter. • Given two word or phrase choices, select the better greeting, title or vocabulary. • Given a situation, choose the better vocabulary, tone or gesture. • Use the correct word(s) in the correct context.	**4-5.SW.7.b. Example** A student may: • Match appropriate greetings, vocabulary, tone or mechanics (upper case and lower case) to situations and people. • Use appropriate words and timing to respond to an adult. (For example, greeting or farewell.)

INTERACTIVE MODALITY		
Listening, Speaking, Reading and Writing		
4-5.LSRW.2:	**4-5.LSRW.2.a. Proficiency Indicator** With prompting and support: • Participate in short conversations. • Participate in short written exchanges. • Respond to others' comments or ideas about familiar topics and texts.	**4-5.LSRW.2.b. Proficiency Indicator** With prompting and support: • Participate in short conversations. • Participate in short written exchanges. • Respond to simple questions about familiar topics and texts.	**4-5.LSRW.2.c. Proficiency Indicator** With prompting and support: • Participate in short conversations. • Participate in short written exchanges about familiar topics.
	4-5.LSRW.2.a. Examples A student may: • Provide specific details about events or topics. • Answer wh- questions about text. • Write or dictate a short sentence about a topic. (For example, a short letter to someone.) • Use appropriate social skills in short conversations, such as turn-taking or raising hand in class discussion.	**4-5.LSRW.2.b. Examples** A student may: • Participate in short written exchange by providing multiple responses using task-specific word banks. • Use appropriate social skills in short conversations, such as turn-taking or raising hand in class discussion. • Respond to wh- questions about the text (For example, "Have you…?") Sentence starters can be used to build another person's response. • Provide specific details about events or topics. • Write or dictate a short sentence about topic. • Using conversation frames, participate in a conversation about familiar topics, such as, "Should students wear uniforms?	**4-5.LSRW.2.c. Examples** A student may: • Respond to simple questions about key words or events with yes or no responses, making a choice between two or three visual prompts or providing a picture to complete a sentence read by teacher. • Participate in an oral exchange by repeating a model conversation with pictures such as, "Who has the green shirt? Mary has the green shirt. Who has the yellow shirt?" • Participate in short written exchanges by choosing a word or picture from a bank. • Use one or two words to respond to wh- questions. • Participate in short written exchanges by using visual prompts or pictures. • Provide a single written response to a question or make a comment using task-specific word banks.

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4-5.LSRW.5:	4-5.LSRW.5.a. Proficiency Indicator With prompting and support: • Participate in shared research projects. • Recall information from experience. • Retell key ideas and information from provided sources.	4-5.LSRW.5.b. Proficiency Indicator With prompting and support: • Participate in shared research projects. • Recall information from experience record some information from provided sources.	4-5.LSRW.5.c. Proficiency Indicator With prompting and support: • Participate in shared research projects • Label information from provided sources.
4-5.LSRW.5 Standard continued	4-5.LSRW.5.a. Examples A student may: • Make observations and provide information from provided visual aids. (For example, when provided a picture of a penguin, can state that penguins are black and white.) • Select and make observations and provide information from provided visual aids. (For example, when provided a choice of nature magazines or pictures, the student can select and describe the picture of a penguin.) • After reading silently or aloud with the teacher, identify relevant facts in print. Student may paraphrase or direct quote. • If studying penguins, sort several picture cards into those that are not penguins and those that are penguins using established criteria, such as penguins are black and white and have webbed feet. • Respond to, "Can you tell me a detail about penguins?" • Given a model to follow, provide some citations, like a title or author name of a more than one type of source. (For example, webpage, book, magazine.)	4-5.LSRW.5.b. Example A student may: • Recognize or identify pictures or words about the topic of research. This will look different for students depending on their needs. • Make observations and provide key details from provided visual aids. • Identify relevant facts in print. Student may copy and include quotations to show direct quote. • Respond with a single word or short phrase to "What color is the penguin?"	4-5.LSRW.5.c. Example A student may: • Identify which one, two or three choices relate(s) to the topic or activity choices may have to be very distinctly different.

	May be able to transfer some citations to a works cited page.		
4-5.LSRW.6:	**4-5.LSRW.6.a. Proficiency Indicator** With prompting and support: • Tell how one or two reasons support the specific points an author or a speaker makes on a familiar topic.	**4-5.LSRW.6.b. Proficiency Indicator** With prompting and support: • Identify a reason an author or speaker gives to support a main idea. • Agree or disagree with the author or speaker.	**4-5.LSRW.6.c. Proficiency Indicator** With prompting and support: • Identify a point an author or speaker makes.
	4-5.LSRW.6.a. Example A student may: • Respond to wh- questions. (For example, what does the speaker or author want to happen, why does the speaker/author want…?) • Respond using sentence frames such as: "The author or speaker believes….and I agree with him/her because…." • Organize the author/speaker's points by completing a graphic organizer. (For example, webpage, book, magazine.) May be able to transfer some citations to a works cited page.	**4-5.LSRW.6.b. Example** A student may: • When prompted with questions such as, "What does the speaker feel about X or Y? How do you know?" provide a reasonable response. • Given two or more pictures, identify which one represents the speaker's or author's topic. • Point to a picture showing the speaker's or author's feelings about the topic, for example, "Can you find a picture or word in the text to show why the author is sad?" • Given categories (informative, persuasive and entertain), match texts to their categories. May use pictures of covers of familiar books.	**4-5.LSRW.6.c. Example** A student may: • When given descriptions of a preference of the speaker, respond to the following, "Does the speaker feel X or Y?" or "Is the speaker happy or sad?" • When given three possible points, indicate which point the author made.

Grade Band 6-8

Notes:

- The proficiency descriptors describe end-of-level skills.
- Students may need prompting and support to engage. Support includes modeling think-aloud while writing or verbally demonstrating how to express an opinion; guiding students through process; simple sentence frames; using visual aids and a visual example of what the student needs to do; scaffolding; using pictures attached to light-up buttons; and providing context for information. Lower-level "support" may include selecting a correct word from a limited choice of words (three) or match a given word to an illustration from the text.
- Generally, students should be able to use their preferred methods of communication to respond. A student may point to a visual, use alternative communication or symbols, or use a head nod or gesture. Nonverbal responses may include self-generated language. Students may support communication with nonverbal cues. A student also may answer verbally using simple one word/word approximations (with no detail) or two- to three-word phrases. Written response may include drawing, copying or labeling, production of letters, words, numbers and phrases.
- Students in this grade band may begin to retell, organize or summarize information in response to presented text.

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←——————————————→ **Least Complex**		
6-8.1: 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.	**6-8.1.a. Proficiency Indicators** With prompting and support, use an increasing range of strategies to: • Summarize information from oral communications 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.	**6-8.1.b. Proficiency Indicators** With prompting and support, use an emerging set of strategies to: Identify the main topic in and retell a few key details from oral communications and simple written texts.	**6-8.1.c. Proficiency Indicators** 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.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ← →		**Least Complex**
	6-8.1.a. Examples A student may: • Respond to, "What is this story about?" after reading or listening to a grade appropriate literary text. • Provide supporting ideas for a teacher-provided summary of an informational text. • Identify the main idea and supporting details in an oral presentation on a science topic. • Describe why plants need light and water after a simple science exercise. • list the sequence of steps in a simple science exercise.	**6-8.1.b. Examples** A student may: • Organize a provided sentence card in an appropriate sequence for retelling information in a literary text. • Produce one to two words to explain what a story is about. • Make a list or tell steps in a process described in a presentation on life cycles.	**6-8.1.c. Examples** A student may: • Match a visual to a presented grade-appropriate story. • Identify a circle when prompted or, when appropriate, a small circle. • Identify a plant from two pictures used in a science lesson. (For example, flower or frog.)
6-8.2: 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.	**6-8.2.a. Proficiency Indicators** With prompting and support: • Participate in short conversations. • Participate in short written exchanges. • Respond to the ideas of others or express one's own ideas about familiar topics and texts.	**6-8.2.b. Proficiency Indicators** 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.	**6-8.2.c. Proficiency Indicators** With prompting and support: • Participate in short conversations. • Participate in short written exchanges. • Respond to simple questions about familiar topics and texts.
	6-8.2.a. Examples A student may: • Respond to questions about a video shown in class. • Create a short report on a science topic using sentence frames. • Identify a book for the class to read and say why.	**6-8.2.b. Examples** A student may: • Respond to a request for an opinion when provided key words (verbally or written). • Construct a short sentence on a self-selected topic. • Choose when provided two options for a book to read.	**6-8.2.c. Examples** A student may: • Select one to two pictures to tell a peer about a favorite school subject. • Respond to a question about the topic of a presentation made by a peer. • Greet a peer.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←	→	**Least Complex**
		• Respond to questions about an informational text.	
6-8.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	**6-8.3.a. Proficiency Indicators** With prompting and support: • Deliver short presentations or information. • Compose written text about familiar texts, topics and experiences.	**6-8.3.b. Proficiency Indicators** With prompting and support: • Communicate simple information. • Compose simple written text about familiar texts, topics and experiences.	**6-8.3.c. Proficiency Indicators** With prompting and support: • Communicate simple information about familiar texts, topics and experiences.
	6-8.3.a. Examples A student may: • Write (summarize or sequence) about an informational text. • Identify the main characters in a familiar story. • State the steps in a familiar sequence to solve a problem in math.	**6-8.3.b. Examples** A student may: • Compose one to two sentences on how gravity help humans. (For example, "Keeps us from floating away.") • Summarize in a few sentences basic facts from an informational text. • Write or tell in phrases what happened first in a story.	**6-8.3.b. Examples** A student may: • Choose from among provided response options or provide a one-word response to a simple question about a text. • Select pictures that show the topic of an informational text. • Select words to complete sentence frames about a selected topic.
6-8.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence.	**6-8.4.a. Proficiency Indicators** With prompting and support: • Provide information about a familiar topic. • Provide a few reasons or facts to support the information about a familiar topic.	**6-8.4.b. Proficiency Indicators** With prompting and support: • Provide information about a familiar topic. • Provide one or two reasons or facts to support the information about a familiar topic.	**6-8.4.c. Proficiency Indicators** With prompting and support: • Express an opinion about a familiar topic.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ⟵⟶		**Least Complex**
	6-8.4.a. Examples A student may: • Give an expanded response to support information presented in a peer's presentation on healthy food. • Provide several statements to support an author's opinion about an informational topic. • Give information to the class about how to start a science exercise.	**6-8.4.b. Examples** A student may: • Give a simple response to support information presented in a peer's presentation on healthy food. • Select words to enter into sentence frames about reasons liking a favorite book.	**6-8.4.c. Examples** A student may: • Respond yes or no to questions about preferred subjects for stories. • Fill in a blank such as "My favorite story is ___."
6-8.5: An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems	**6-8.5.a. Proficiency Indicators** With prompting and support: • Gather information from several provided sources. • Retell information from provided sources.	**6-8.5.b. Proficiency Indicators** With prompting and support: • Gather information from some provided sources. • Record some information from provided sources. • Retell information, using labeled illustrations, diagrams or other graphics, as appropriate.	**6-8.5.c. Proficiency Indicators** With prompting and support: • Gather information from a few provided sources. • Label information from provided sources.
	6-8.5.a. Examples A student may: • Identify similarities and differences in the characteristics of literary and informational texts. • Gather information about classmates' preferences for subjects and the reasons for their preferences. • Express an opinion about classmates' preferences.	**6-8.5.b. Examples** A student may: • Use a questionnaire to gather information on a possible school activity (for example, school store, field trip) and work with a peer to summarize the information. • Develop with a peer a chart showing questionnaire results. • Present a summary of the information gathered to present to the class and respond to questions about it.	**6-8.5.c. Examples** A student may: • Identify the most frequent of three options (for example, class's favorite subject in school) after provided a bar graph of classmates' responses. • Ask classmates about their favorite stories, then report to the class on the favorite book. • Compare the weather in summer and winter using short phrases.

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←———————————————————→		**Least Complex**
6-8.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.	**6-8.6.a. Proficiency Indicators** 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.	**6-8.6.b. Proficiency Indicators** 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.	**6-8.6.c. Proficiency Indicators** With prompting and support: • Identify a point an author or speaker makes.
	6-8.6.a. Examples A student may: • Identify an important source of plastic pollution after watching a video excerpt of *Plastic Ocean*. • Identify reasons presented in the *Plastic Ocean* video for why plastic pollution is bad or harmful.	**6-8.6.b. Examples** A student may: • Identify two to five foods that are healthy or not healthy based on a speaker's presentation. • Respond with agreement or disagreement and reasons to a main point in an informational text.	**6-8.6.c. Examples** A student may: • Match a source (book, video) to an opinion expressed in one of them. • Select images that show the topic discussed by a speaker. • Choose yes or no when presented with a fact from an informational text.
6-8.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task and audience when speaking and writing.	**6-8.7.a. Proficiency Indicators** 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.	**6-8.7.b. Proficiency Indicators** 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.	**6-8.7.c. Proficiency Indicators** With prompting and support: • Recognize the meaning of some words learned through conversations, reading and being read to.
	6-8.7.a. Examples A student may: • Select appropriate vocabulary when writing a letter to the principal versus writing a text to a friend. • Use sentences in letters but not when making a word list of supplies needed for a science project.	**6-8.7.b. Examples** A student may: • Identify the missing word in a fact statement. (For example, "The Earth___around the Sun," with choices like "runs," "looks" and "revolves.") • Identify word categories such as science lab tools, school supplies, furniture and transportation.	**6-8.7.c. Examples** A student may: • Identify classroom, community, family and other familiar words presented on word cards.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ◄———————————————►		**Least Complex**
	• Provide list of words that belong to a specific word category. (For example, school supplies, transportation.)	• Use all classroom, community, family and other familiar words correctly in context. • Select appropriate vocabulary based on who he or she is talking to.	
6-8.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.	**6-8.8.a. Proficiency Indicators** 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 a growing number of expressions in texts about a variety of topics, experiences or events.	**6-8.8.b. Proficiency Indicators** With prompting and support and relying some on context, visual aids, reference materials and communicative experience: 　Determine the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar topics, experiences or events.	**6-8.8.c. Proficiency Indicators** With prompting and support and relying some on context, visual aids, reference materials and communicative experience: 　Recognize the meaning of a few frequently occurring words, phrases and expressions in texts about familiar topics, experiences or events.
	6-8.8.a. Examples A student may: 　Identify and explain related vocabulary in a science unit. (For example, ecosystem, photosynthesis, species.) 　Respond to task requirements, including summarizing, explaining, comparing, sequencing or identifying cause-effect. 　Use an adapted dictionary with pictures to find the meaning of a word.	**6-8.8.b. Examples** A student may: 　Demonstrate an understanding of the words city, state, country and continent after a geography lesson. 　Use vocabulary in context related to a science unit. (For example, food web, mammal, cells.) 　Use vocabulary in context related to public transportation. (For example, schedule, fare, bus pass.) 　Determine the meaning of related vocabulary in a science unit.	**6-8.8.c. Examples** A student may: 　Identify related vocabulary (For example, food web, mammal, cells.) 　Identify vocabulary related to public transportation. (For example, schedule, fare, bus pass.)
6-8.9: An English learner with significant cognitive disabilities can create clear and coherent	**6-8.9.a. Proficiency Indicators** With prompting and support: 　Communicate a few pieces of information about a familiar topic.	**6-8.9.b. Proficiency Indicators** With prompting and support: 　Communicate simple information about an event or familiar topic.	**6-8.9.c. Proficiency Indicators** With prompting and support: 　Communicate simple information about an event or familiar topic.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex	← →	**Least Complex**
grade-appropriate speech and text.	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.	Retell a short sequence of events. Connect phrases or simple statements using some frequently occurring linking and temporal words and some common transitional words with emerging control.	Use a narrow range of frequently occurring vocabulary and simple sentences with limited control.

GRADE BAND 6-8 BY MODALITIES

Learning Standard	Complexity A	Complexity B	Complexity C
RECEPTIVE MODALITY			
Listening and Reading			
6-8.LR.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.	**6-8.LR.1.a. Proficiency Indicator** With prompting and support, use an increasing range of strategies to: • Summarize information from oral communications 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.	**6-8.LR.1.b. Proficiency Indicator** With prompting and support, use an emerging set of strategies to: • Identify the main topic in and retell a few key details from oral communications and simple written texts.	**6-8.LR.1.c. Proficiency Indicator** 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.

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Learning Standard	Complexity A	Complexity B	Complexity C
	6-8.LR.1.a. Example A student may: • Respond to, "What is this story about?" after reading or listening to a grade appropriate literary text. • Provide supporting ideas for a teacher-provided summary of an informational text. • Identify the main idea and supporting details in an oral presentation on a science topic. • Describe why plants need light and water after a simple science exercise. • List the sequence of steps in a simple science exercise.	**6-8.LR.1.b. Example** A student may: • Organize a provided sentence card in an appropriate sequence for retelling information in a literary text. • Produce one to two words to explain what a story is about. • Make a list or tell steps in a process described in a presentation on life cycles.	**6-8.LR.1.c. Example** A student may: • Match a visual to a presented grade-appropriate story. • Identify a circle when prompted or, when appropriate, a small circle. • Identify a plant from two pictures used in a science lesson. (For example, flower, frog.)
6-8.LR.8:	**6-8.LR.8.a. Proficiency Indicator** 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 a growing number of expressions in texts about a variety of topics, experiences or events.	**6-8.LR.8.b. Proficiency Indicator** With prompting and support and relying some on context, visual aids, reference materials and communicative experience: • Determine the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar topics, experiences or events.	**6-8.LR.8.c. Proficiency Indicator** With prompting and support and relying some on context, visual aids, reference materials and communicative experience: • Recognize the meaning of a few frequently occurring words, phrases and expressions in texts about familiar topics, experiences or events.
	6-8.LR.8.a. Example A student may: • Identify and explain related vocabulary in a science unit. (For example, ecosystem, photosynthesis, species.) • Respond to task requirements, including summarizing, explaining,	**6-8.LR.8.b. Example** A student may: • Demonstrate an understanding of the words city, state, country, and continent after a geography lesson. • Use vocabulary in context related to a science unit. (For example, food web, mammal, cells.)	**6-8.LR.8.c. Example** A student may: • Identify related vocabulary. (For example, food web, mammal, cells.) • Identify vocabulary related to public transportation. (For example, schedule, fare, bus pass.)

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Learning Standard	Complexity A	Complexity B	Complexity C
	• comparing, sequencing or identifying cause-effect. • Use an adapted dictionary with pictures to find the meaning of a word.	• Use vocabulary in context related to public transportation. (For example, schedule, fare, bus pass.) • determine the meaning of related vocabulary in a science unit.	

PRODUCTIVE MODALITY

Speaking and Writing

Learning Standard	Complexity A	Complexity B	Complexity C
6-8.SW.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.	**6-8.SW.3.a. Proficiency Indicator** With prompting and support: • Deliver short presentations or information. • Compose written text about familiar texts, topics and experiences.	**6-8.SW.3.a. Proficiency Indicator** With prompting and support: • Communicate simple information. • Compose simple written text about familiar texts, topics and experiences.	**6-8.SW.3.a. Proficiency Indicator** With prompting and support: • Communicate simple information about familiar texts, topics and experiences.
	6-8.SW.3.a. Example A student may: • Write (summarize or sequence) about an informational text. • Identify the main characters in a familiar story. • State the steps in a familiar sequence to solve a problem in math.	**6-8.SW.3.a. Example** A student may: • Compose one to two sentences on how gravity help humans. (For example, "Keeps us from floating away.") • Summarize in a few sentences basic facts from an informational text. • Write or tell in phrases what happened first in a story.	**6-8.SW.3.a. Example** A student may: • Choose from among provided response options or provide a one-word response to a simple question about a text. • Select pictures that show the topic of an informational text. • Select words to complete sentence frames about a selected topic.
6-8.SW.4: An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims and support them with reasoning and evidence.	**6-8.SW.4.a. Proficiency Indicator** With prompting and support: • Provide information about a familiar topic. • Provide a few reasons or facts to support the information about a familiar topic.	**6-8.SW.4.b. Proficiency Indicator** With prompting and support: • Provide information about a familiar topic. • Provide one or two reasons or facts to support the information about a familiar topic.	**6-8.SW.4.c. Proficiency Indicator** With prompting and support: • Express an opinion about a familiar topic.

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Learning Standard	Complexity A	Complexity B	Complexity C
	6-8.LR.4.a. Example A student may: • Give an expanded response to support information presented in a peer's presentation on healthy food. • Provide several statements to support an author's opinion about an informational topic. • Give information to the class about how to start a science exercise.	**6-8.LR.4.b. Example** A student may: • Give a simple response to support information presented in a peer's presentation on healthy food. • Select words to enter into sentence frames about reasons liking a favorite book.	**6-8.LR.4.c. Example** A student may: • Respond yes or no to questions about preferred subjects for stories • Fill in a blank, such as "My favorite story is _____."
6-8.SW.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task and audience when speaking and writing.	**6-8.SW.7.a. Proficiency Indicator** 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.	**6-8.SW.7.b. Proficiency Indicator** 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.	**6-8.SW.7.c. Proficiency Indicator** With prompting and support: • Recognize the meaning of some words learned through conversations, reading and being read to.
	6-8.SW.7.a. Example A student may: • Select appropriate vocabulary when writing a letter to the principal versus writing a text to a friend. • Use sentences in letters but not when making a word list of supplies needed for a science project. • Provide list of words that belong to a specific word category. (For example, school supplies, transportation.)	**6-8.SW.7.b. Example** A student may: • Identify the missing word in a fact statement. (For example, "The Earth _____ around the Sun," with choices like "runs," "looks" and "revolves.") • Identify word categories such as science lab tools, school supplies, furniture, transportation. • Use all classroom, community, family and other familiar words correctly in context. • Select appropriate vocabulary based on who he or she is talking to.	**6-8.SW.7.b. Example** A student may: • Identify classroom, community, family and other familiar words presented on word cards.
INTERACTIVE MODALITY			

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Learning Standard	Complexity A	Complexity B	Complexity C
Listening, Speaking, Reading and Writing			
6-8.LSRW.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.	**6-8.LSRW.2.a. Proficiency Indicator** With prompting and support: • Participate in short conversations. • Participate in short written exchanges. • Respond to the ideas of others or express one's own ideas about familiar topics and texts.	**6-8.LSRW.2.b. Proficiency Indicator** 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.	**6-8.LSRW.2.c. Proficiency Indicator** With prompting and support: • Participate in short conversations. • Participate in short written exchanges. • Respond to simple questions about familiar topics and texts.
	6-8.LSRW.2.a. Examples A student may: • Respond to questions about a video shown in class. • Create a short report on a science topic using sentence frames. • Identify a book for the class to read and say why.	**6-8.LSRW.2.b. Examples** A student may: • Respond to a request for an opinion when provided key words (verbally or written). • Construct a short sentence on a self-selected topic. • Choose when provided two options for a book to read. • Respond to questions about an informational text.	**6-8.LSRW.2.c. Examples** A student may: • Select one to two pictures to tell a peer about a favorite school subject. • Respond to a question about the topic of a presentation made by a peer. • Greet a peer.
6-8.LSRW.5: An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems	**6-8.LSRW.5.a. Proficiency Indicator** With prompting and support: • Gather information from several provided sources. • Retell information from provided sources.	**6-8.LSRW.5.b. Proficiency Indicator** With prompting and support: • Gather information from some provided sources. • Record some information from provided sources. • Retell information, using labeled illustrations, diagrams or other graphics, as appropriate.	**6-8.LSRW.5.c. Proficiency Indicator** With prompting and support: • Gather information from a few provided sources. • Label information from provided sources.
6-8.LSRW.5 Standard continued	**6-8.LSRW.5.a. Examples** A student may:	**6-8.LSRW.5.b. Example** A student may: • Use a questionnaire to gather information on a possible school	**6-8.LSRW.5.c. Example** A student may: • Identify the most frequent of three options (for example, class's favorite

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Learning Standard	Complexity A	Complexity B	Complexity C
	• Identify similarities and differences in the characteristics of literary and informational texts. • Gather information about classmates' preferences for subjects and the reasons for their preferences. • Express an opinion about classmates' preferences.	activity (for example, school store, field trip) and work with a peer to summarize the information. • Develop with a peer a chart showing questionnaire results. • Present a summary of the information gathered to present to the class and respond to questions about it.	subject in school) after provided a bar graph of classmates' responses. • Ask classmates about their favorite stories, then report to the class on the favorite book. • Compare through short phrases about the weather in summer and winter.
6-8.LSRW.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.	**6-8.LSRW.6.a. Proficiency Indicator** 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.	**6-8.LSRW.6.b. Proficiency Indicator** 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.	**6-8.LSRW.6.c. Proficiency Indicator** With prompting and support: • Identify a point an author or speaker makes.
	6-8.LSRW.6.a. Example A student may: • Identify an important source of plastic pollution after watching a video excerpt of *Plastic Ocean*. • Identify reasons presented in the *Plastic Ocean* video for why plastic pollution is bad or harmful.	**6-8.LSRW.6.b. Example** A student may: • Identify two to five foods that are healthy or not healthy based on a speaker's presentation. • Respond with agreement or disagreement and reasons to a main point in an informational text.	**6-8.LSRW.6.c. Example** A student may: • Match a source (book, video) to an opinion expressed in one of them. • Select images that show the topic discussed by a speaker. • Choose yes or no when presented with a fact from an informational text.

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Grade Band 9-12

Notes:
- The proficiency descriptors describe end-of-level skills.
- Students may need prompting and support to engage. Support includes modeling think-aloud while writing or verbally demonstrating how to express an opinion; guiding student through process; using simple sentence frames; using visual aids and a visual example of what the student needs to do; scaffolding; using pictures attached to light-up buttons; and providing context for information. Lower-level "support" may include selecting a correct word from a limited choice of words (three) or match a given word to an illustration from the text.
- Generally, students should be able to use their preferred methods of communication to respond. A student may point to a visual, use alternative communication or symbols, or use a head nod or gesture. Nonverbal responses may include self-generated language. Students may support communication with nonverbal cues. A student also may answer verbally using simple one word/word approximations (with no detail) or two- to three-word phrases. Written response may include drawing, copying or labeling, production of letters, words, numbers and phrases.
- Familiar topics include specific interests to the student, topics or books currently being discussed within classroom lessons and topics that are a part of students' everyday lives (for example, holidays, school, home life, pop culture, science, social studies lesson), games, food, places, sports, music, school, parks, grocery stores, TV shows, restaurants and weekend activities.

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←――――――――――――→		**Least Complex**
9-12.1: 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. Proficiency Indicators** 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. b. Proficiency Indicators** 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.	**9-12.1.1.c. Proficiency Indicators** 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. a. Examples	**9-12.1. b. Examples**	**9-12.1.c. Examples**

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ← → **Least Complex**		
	A student may: • Identify the main idea of a story and two supporting details. • Identify the theme of simple news article or video and provide details to support it. • Read and interpret a weather report or other science report. • Identify two central ideas in an informational text. • Use a sentence frame to write an informational text or make an oral presentation about an admired person in history.	A student may: • Answer the question, "Who was the story about?" • Identify the parts of a triangle. • Match a visual to the main character. • Identify attributes (gender, clothing) of the main character in a story. • Follow picture directions for a science exercise. • Fill in a sentence frame to state what a story is about.	A student may: • Match a visual to a presented grade-appropriate adapted story • Identify a triangle or, when appropriate, a blue triangle • Identify objects related to an informational article • Select named objects for a science exercise.
9-12.2: 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. Proficiency Indicators** 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.b. Proficiency Indicators** 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.c. Proficiency Indicators** 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 Standard continued	**9-12.2.a. Examples** A student may: • Participate in a multi-turn conversation. • Use simple and compound sentences. • Write a story us print materials to illustrate. • Create informational text using a graphic organizer or chart.	**9-12.2.b. Examples** A student may: • Participate in a two-turn conversation. • Use simple sentences. • Tell a peer through simple phrases about a favorite subject in school. • Select and display a photo or picture that reflects a short statement about a science exercise. • Match a topic sentence to an image.	**9-12.2.c. Examples** A student may: • Tell a peer through one to two words about a favorite subject in school. • Respond to yes or no questions about a peer's presentation. • Assist a peer to present a report on a book.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ← →		**Least Complex**
	• Read poetry with a peer and develop a poem together. • Complete an application for a job. • Create advertisements for an in-school business. (For example, coffee shop, supply store or office support service.) • Appropriately respond to in-school business or work-experience interactions (see list above), greetings, taking orders, filling orders, supporting colleagues, communicating job completion.	• Choose captions for pictures. • Write modified stories or essays using sentence starters or writing frames, pictures or word banks. • Make poster with a peer to support a schoolwide event. (For example, food drive or box top collection.) • Conduct, complete and/or evaluate a survey. • Write list of supplies needed for science exercise.	• Participate in mock or school election by marking ballot or using augmentative communication device.
9-12.3: 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. Proficiency Indicators** With prompting and support: • Deliver presentations or information. • Compose written text about familiar texts, topics, experiences or events.	**9-12.3.b. Proficiency Indicators** With prompting and support: • Communicate information. • Compose written text about familiar texts, topics, experiences or events.	**9-12.3.c. Proficiency Indicators** With prompting and support: • Communicate information about familiar texts, topics and experiences.
	9-12.3.a. Examples A student may: • Write (summarize or sequence) about an informational text. • Speak or write one or two sentences to summarize a literary or informational text. • Present information about a schedule (for example, school day) to peers. • State how to solve an area of a rectangle problem using a text for reference. • Describe characters in a familiar story.	**9-12.3.b. Examples** A student may: • Sequence pictured events in a news story and identify words or phrases for each picture. • Speak or write one to two sentences using sentence starters. • Write a summary about a graph of the daily local temperatures. • Find three to five words (using word cards, online tool) that represent key points from a text.	**9-12.3.b. Examples** A student may: • Identify a story when presented a literary and informational text. • Choose a response option or provide a one-word response to a text-prompted question. • Respond to a question about an informational text with one or more choices, pictures or words or a combination of them. • Select words to complete sentence frames about a selected topic.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ⟵⟶		**Least Complex**
9-12.4: 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. Proficiency Indicators** With prompting and support: • Provide information. • Provide a few reasons or facts to support the information about a familiar topic.	**9-12.4.b. Proficiency Indicators** With prompting and support: • Provide information. • Provide one or two reasons or facts to support the information about a familiar topic.	**9-12.4.c. Proficiency Indicators** With prompting and support: • Express an opinion about a familiar topic.
	9-12.4.a. Examples A student may: • Identify a favorite literary text and state several reasons for that choice. • Describe several facts that support a claim. (For example, recycling is important.) • Respond to questions about an author's opinion (for example, did the author water pollution is a big or small problem?) and support those answers with facts. • Collect data on how peers get to school and create sentences that describe the data collected. • Create visuals outlining facts and reasons to support claims about a topic the student chooses.	**9-12.4.b. Examples** A student may: • Provide two facts that support a claim. (For example, eggs are good for you; soda is bad for you.) • Select two phrases among several that provide reasons to support a claim. • Identify the reasons an author gives for a claim in an informational text.	**9-12.4.c. Examples** A student may: • Choose between two literary texts and state why it was chosen. • Identify the topic of an informational text and state why that is the topic. • Select words that represent favorite subjects in school.
9-12.5: 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. Proficiency Indicators** With prompting and support: • Gather information from several provided sources. • Paraphrase information in a short written or oral report.	**9-12.5.b. Proficiency Indicators** With prompting and support: • Gather information from some provided sources. • Retell information, using illustrations, diagrams or other graphics.	**9-12.5.c. Proficiency Indicators** With prompting and support: • Gather information from a few provided sources. • Label information from provided sources.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ← → **Least Complex**		
9-12.5 Standard continued	**9-12.5.a. Examples** A student may: • Identify important similarities and differences when presented an information card and objects. (For example, rock attributes.) • Express an opinion orally and in writing by responding to a presented argument. • Write instructions for a peer through a simple manual or set of sentences. • Explain the reason an author or speaker gives to support a claim.	**9-12.5.b. Examples** A student may: • Match an object (for example, picture representing a school topic) to information provided by the teacher on the characteristics of different school topics. • Communicate in writing or orally with one- or two-word statements important similarities and differences between two objects. • Use visuals to support an argument given prompts and cues. • Follow instructions in a simple manual. (For example, instructions for setting an alarm clock.) • Compare grocery ads to determine the best price for a target food.	**9-12.5.c. Examples** A student may: • Identify the most frequent of three options (for example, favorite subject in school) after asking peers and recording responses on a bar graph. • Indicate whether an author or speaker agrees with a claim and chart agreements and disagreements. • Track and compare weather conditions or temperatures for the week.
9-12.6: An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing.	**9-12.6.a. Proficiency Indicators** 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.b. Proficiency Indicators** 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.c. Proficiency Indicators** With prompting and support: • Identify a point an author or speaker makes.
	9-12.6.a. Examples A student may: • State the reasons provided in a film about why something is not good. (For example, *Plastic Ocean* video on plastic pollution.)	**9-12.6.b. Examples** A student may: • Identify sources of protein to eat after watching a short video on protein sources. • Separate items that have specific properties (for example, protein) from those that do not.	**9-12.6.c. Examples** A student may: • Match an argument to a source after shown two points from a text. • Match an argument to a source after shown two points from a speaker presentation.

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←——————————————————→		**Least Complex**
	• Indicate agreement or disagreement with the points in a video through several sentences. • Identify words and phrases that are used to persuade a reader that a claim is valid. (For example, "Experts agree that…," "The results of most experiments show that…," "In all cases…," or "The experienced user knows….")	• Indicate agreement or disagreement with an author's point. • Provide concrete examples to clarify a point. (For example, writing a letter of complaint about a defective product.) • Indicate agreement or disagreement with a passage on why students should be allowed to chew gum in school.	
9-12.7: An English learner with significant cognitive disabilities can adapt language choices to purpose, task and audience when speaking and writing.	**9-12.7.a. Proficiency Indicators** 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.b. Proficiency Indicators** 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.c. Proficiency Indicators** With prompting and support: • Recognize the meaning of some words learned through conversations, reading and being read to.
	9-12.7.a. Examples A student may: • Respond to a specific question. • Respond to a friend with a greeting different from the response to the classroom teacher. • Complete forms, such as job applications and school registrations, providing personal information requested. • Select appropriate vocabulary when writing a letter to the principal versus writing a text to a friend.	**9-12.7.b. Examples** A student may: • Identify the correct words in a response to a specific question. • Indicate which of two responses is appropriate for a friend versus for a classroom teacher. • Select basic personal information. (For example, name, address, phone.) • Make requests about an academic task. (For example, help with getting a book.) • Identify symbols to add to a card for a family member or a peer.	**9-12.7.c. Examples** A student may: • Identify classroom, community, family and other familiar words presented on word cards.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex	← →	**Least Complex**
	• Make a word list of supplies needed for a science project.	• Fill in sentence starters using appropriate vocabulary when writing a letter to the principal versus writing a text to a friend. • Match jobs or roles to workplaces.	
9-12.8: 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. Proficiency Indicators** 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.b. Proficiency Indicators** 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.c. Proficiency Indicators** 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.

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9-12.8 Standard continued	9-12.8.a. Examples A student may: • Identify and explain related vocabulary (ecosystem, photosynthesis, species) in a science unit. • Respond to task requirements, including synthesize, summarize, explain, compare, sequence and cause-effect.	9-12.8.b. Examples A student may: • Identify and explain with visual cues and prompts, related vocabulary (ecosystem, photosynthesis, species) in a science unit. • Sort animal pictures or animal figures into categories for mammal and not mammal, meat and plant eaters, etc. in a science unit. • Show understanding of key scientific terms, choosing the answer from three options in a science unit. • Respond to task requirements, including synthesize, summarize, explain, compare, sequence, cause-effect but is given specific guiding oral or written questions with key vocabulary. Student may use cloze sentences. • Identify a classroom activity using a picture symbol. (For example, student associates a paint brush with to going to art class.)	9-12.8.c. Examples A student may: • Identify related vocabulary in a science unit. (For example, food web, mammal, cells.) • Identify vocabulary related to public transportation. (For example, schedule, fare, bus pass.) • Match word to word, word to picture, picture to picture, picture to non-identical picture. • Identify a classroom activity using an object. (For example, student associates a paint brush with to going to art class.)
9-12.9: An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text.	**9-12.9.a. Proficiency Indicators** 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.b. Proficiency Indicators** 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.c. Proficiency Indicators** 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 Standard continued	9-12.9.a. Examples A student may: • Provide details of a scaffolded telling of a grade-level adapted novel or reading passage. • Connect two ideas such as, "Sun and water help plants grow, and food helps people grow." • Respond to a unit of learning using sentence frames. • Develop an appropriate script for real situations. (For example, taking orders at a school-based business, delivering services, asking for directions or bus routes, answering the phone and taking a message.)	9-12.9.b. Examples A student may: • Retell a sequence of events in a story using sequence words, such as first, last and next. • Use sentence frames, cloze statements or phrases on cards to sequence events. • Explain how characters in a narrative help one another achieve their goals; drawing similarities between interactions of characters and the student's own personal interactions. • Sequence picture symbols or photos to describe a class trip. • Provide details from several provided about a grade-level adapted novel or reading passage.	9-12.9.c. Examples A student may: • Indicate an item to buy in a "shopping unit." • Retell an adapted grade-level story. • Describe the steps in a familiar task. • Interact with peers on a topic or event.
9-12.10: 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. Proficiency Indicators With prompting and support: • Recognize and accurately use a variety of words and phrases. • Recognize and use simple clauses. (For example, independent, dependent, relative, adverbial.) • Produce simple, compound and complex sentences.	9-12.10.b. Proficiency Indicators 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.c. Proficiency Indicators With prompting and support: • Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions and prepositions. • Respond to simple questions. (For example, yes or no and wh- questions.)
	9-12.10.a. Examples A student may: • Describe a food web or familiar process with attention to language accuracy. • Ask for directions or bus routes using compound sentences. • Answer a phone call using correct grammar.	9-12.10.b. Examples A student may: • Describe thought process for solving a math problem using cards showing appropriate nouns, verbs, adjectives, adverbs, prepositions and conjunctions. • Use precise language to convey thoughts. (For example, knowing the	9-12.10.c. Examples A student may: • Identify several nouns needed to write about a specific topic. (For example, math.) • Connect nouns for a speech with appropriate conjunctions. • Use appropriate pronouns when describing the placement of objects in the classroom.

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		difference between being upset, angry or outraged.) • Use extended definitions to explain terms. (For example, "mistake" as "doing something wrong.") • Select correct grammar when presented phrases with grammar errors.	

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GRADE BAND 9-12 BY MODALITIES

Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←——————————————→ Least Complex		
RECEPTIVE MODALITY			
Listening and Reading			
9-12.LR.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. Proficiency Indicator** 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.b. Proficiency Indicator** 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.c. Proficiency Indicator** 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.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ⟵————⟶ Least Complex		
	9-12.LR.1.a. Example A student may: • Identify the main idea of a story and two supporting details. • Identify the theme of simple news article or video and provide details to support it. • Read and interpret a weather report or other science report. • Identify two central ideas in an informational text. • Use a sentence frame to write an informational text or make an oral presentation about an admired person in history.	**9-12.LR.1.b. Example** A student may: • Answer the question, "Who was the story about?" • Identify the parts of a triangle. • Match a visual to the main character. • Identify attributes (such as gender, clothing) of the main character in a story. • Follow picture directions for a science exercise. • Fill in a sentence frame to state what a story is about.	**9-12.LR.1.c. Example** A student may: • Match a visual to a presented grade-appropriate adapted story • Identify a triangle or, when appropriate, a blue triangle • Identify objects related to an informational article. • Select named objects for a science exercise.
9-12.LR.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. Proficiency Indicator** 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.b. Proficiency Indicator** 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.c. Proficiency Indicator** 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.a. Example A student may: • Identify and explain related vocabulary (ecosystem, photosynthesis, species) in a science unit.	**9-12.LR.8.b. Example** A student may: • Identify and explain with visual cues and prompts, related vocabulary (ecosystem, photosynthesis, species) in a science unit.	**9-12.LR.8.c. Example** A student may: • Identify related vocabulary in a science unit. (For example, food web, mammal, cells.)

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←———————————→ Least Complex		
	• Respond to task requirements, including synthesize, summarize, explain, compare, sequence and cause-effect.	• Sort animal pictures or animal figures into categories for mammal and not mammal, meat and plant eaters in a science unit. • Show understanding of key scientific terms, choosing the answer from three options in a science unit. • Respond to task requirements, including synthesize, summarize, explain, • Compare, sequence, cause-effect but is given specific guiding oral or written questions with key vocabulary. Student may use cloze sentences. • Identify a classroom activity using a picture symbol. (For example, student associates paint brush symbol with to going to art class.)	• Identify vocabulary related to public transportation. (For example, schedule, fare, bus pass.) • Match word to word, word to picture, picture to picture, picture to non-identical picture. • Identify a classroom activity using an object. (For example, student associates a paint brush with to going to art class.)
PRODUCTIVE MODALITY			
Speaking and Writing			
9-12.SW.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. Proficiency Indicator** With prompting and support: • Deliver presentations or information. • Compose written text about familiar texts, topics, experiences or events.	**9-12.SW.3.a. Proficiency Indicator** With prompting and support: • Communicate information. • Compose written text about familiar texts, topics, experiences or events.	**9-12.SW.3.a. Proficiency Indicator** With prompting and support: • Communicate information about familiar texts, topics and experiences.
	9-12.SW.3.a. Example A student may: • Write (summarize or sequence) about an informational text. • Speak or write one or two sentences to summarize a literary or informational text.	**9-12.SW.3.a. Example** A student may: • Sequence pictured events in a news story and identify words or phrases for each picture. • Speak or write one to two sentences using sentence starters.	**9-12.SW.3.a. Example** A student may: • Identify a story when presented a literary and informational text. • Choose a response option or provide a one-word response to a text-prompted question.

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Learning Standard	Complexity A	Complexity B	Complexity C
	Most Complex ←————————————→ Least Complex		
	• Present information about a schedule (for example, school day) to peers. • State how to solve an area of a rectangle problem using a text for reference. • Describe characters in a familiar story.	• Write a summary about a graph of the daily local temperatures. • Find three to five words (using word cards, online tool or other methods) that represent key points from a text.	• Respond to a question about an informational text with one or more choices, pictures, or words or a combination of them. • Select words to complete sentence frames about a selected topic.
9-12.SW.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. Proficiency Indicator** With prompting and support: • Provide information. • Provide a few reasons or facts to support the information about a familiar topic.	**9-12.SW.4.b. Proficiency Indicator** 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.c. Proficiency Indicator** With prompting and support: • Express an opinion about a familiar topic.

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9-12.SW.4 Standard continued	9-12.LR.4.a. Example A student may: • Identify a favorite literary text and state several reasons for that choice. • Describe several facts that support a claim. (For example, recycling is important.) • Respond to questions about an author's opinion (for example, "Did the author water pollution is a big or small problem?") and support those answers with facts. • Collect data on how peers get to school and create sentences that describe the data collected. • Create visuals outlining facts and reasons to support claims about a topic the student chooses.	9-12.LR.4.b. Example A student may: • Provide two facts that support a claim. (For example, eggs are good for you; soda is bad for you.) • Select two phrases among several that provide reasons to support a claim. • Identify the reasons an author gives for a claim in an informational text.	9-12.LR.4.c. Example A student may: • Choose between two literary texts and state why it was chosen. • Identify the topic of an informational text and state why that is the topic. • Select words that represent favorite subjects in school.
9-12.SW.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. Proficiency Indicator** 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.b. Proficiency Indicator** 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.c. Proficiency Indicator** With prompting and support: • Recognize the meaning of some words learned through conversations, reading and being read to.
	9-12.SW.7.a. Example A student may: • Respond to a specific question. • Respond to a friend with a greeting different from the response to the classroom teacher. • Complete forms such as job applications and school registrations, providing personal information requested.	**9-12.SW.7.b. Example** A student may: • Identify the correct words in a response to a specific question. • Indicate which of two responses is appropriate for a friend versus for a classroom teacher. • Select basic personal information. (For example, name, address, phone.) • Make requests about an academic task. (For example, help with getting a book.)	**9-12.SW.7.b. Example** A student may: • Identify classroom, community, family and other familiar words presented on word cards.

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	• Select appropriate vocabulary when writing a letter to the principal versus writing a text to a friend. • Make a word list of supplies needed for a science project.	• Identify symbols to add to a card for a family member or a peer. • Fill in sentence starters using appropriate vocabulary when writing a letter to the principal versus writing a text to a friend. • Match jobs or roles to workplaces.	

INTERACTIVE MODALITY

Listening, Speaking, Reading and Writing

9-12.LSRW.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. Proficiency Indicator 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.b. Proficiency Indicator 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.c. Proficiency Indicator 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.a. Examples A student may: • Participate in a multi-turn conversation. • Use simple and compound sentences. • Write a story us print materials to illustrate. • Create informational text using a graphic organizer or chart. • Read poetry with a peer and develop a poem together. • Complete an application for a job. • Create advertisements for an in-school business. (For example, coffee shop, supply store or office support service.) • Appropriately respond to in-school business or work-experience	9-12.LSRW.2.b. Examples A student may: • Participate in a two-turn conversation. • Use simple sentences. • Tell a peer through simple phrases about a favorite subject in school. • Select and display a photo or picture that reflects a short statement about a science exercise. • Match a topic sentence to an image. • Choose captions for pictures. • Write modified stories or essays using sentence starters or writing frames, pictures or word banks. • Make a poster with a peer to support a schoolwide event. (For example, food drive or box top collection.)	9-12.LSRW.2.c. Examples A student may: • Tell a peer through one to two words about a favorite subject in school. • Respond to yes or no questions about a peer's presentation. • Assist a peer to present a report on a book. • Participate in a mock or school election by marking ballot or using augmentative communication device.

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	interactions (see list above), greetings, taking orders, filling orders, supporting colleagues, communicating job completion.	• Conduct, complete, and/or evaluate a survey. • Write a list of supplies needed for science exercise.	
9-12.LSRW.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. Proficiency Indicator** With prompting and support: • Gather information from several provided sources. • Paraphrase information in a short written or oral report.	**9-12.LSRW.5.b. Proficiency Indicator** With prompting and support: • Gather information from some provided sources. • Retell information, using illustrations, diagrams or other graphics.	**9-12.LSRW.5.c. Proficiency Indicator** With prompting and support: • Gather information from a few provided sources. • Label information from provided sources.

9-12.LSRW.5 Standard continued	**9-12.LSRW.5.a. Examples** A student may: • Identify important similarities and differences when presented an information card and objects. (For example, rock attributes.) • Express an opinion orally and in writing by responding to a presented argument. • Write instructions for a peer through a simple manual or set of sentences. • Explain the reason an author or speaker gives to support a claim.	**9-12.LSRW.5.b. Example** A student may: • Match an object (for example, picture representing a school topic) to information provided by the teacher on the characteristics of different school topics. • Communicate in writing or orally with one- or two-word statements important similarities and differences between two objects. • Use visuals to support an argument given prompts and cues. • Follow instructions in a simple manual. (For example, instructions for setting an alarm clock.) • Compare grocery ads to determine the best price for a target food.	**9-12.LSRW.5.c. Example** A student may: • Identify the most frequent of three options (for example, favorite subject in school) after asking peers and recording responses on a bar graph. • Indicate whether an author or speaker agrees with a claim and chart agreements and disagreements. • Track and compare weather conditions or temperatures for the week.
9-12.LSRW.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. Proficiency Indicator** 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.b. Proficiency Indicator** 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.c. Proficiency Indicator** With prompting and support: • Identify a point an author or speaker makes.

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	9-12.LSRW.6.a. Example	9-12.LSRW.6.b. Example	9-12.LSRW.6.c. Example
	A student may: • State the reasons provided in a film about why something is not good. (For example, *Plastic Ocean* video on plastic pollution.) • Indicate agreement or disagreement with the points in a video through several sentences. • Identify words and phrases that are used to persuade a reader that a claim is valid. (For example, "experts agree that…," "The results of most experiments show that…," "In all cases…," or "The experienced user knows….")	A student may: • Identify sources of protein to eat after watching a short video on protein sources. • Separate items that have specific properties (for example, protein) from those that do not. • Indicate agreement or disagreement with an author's point. • Provide concrete examples to clarify a point. (For example, writing a letter of complaint about a defective product.) • Indicate agreement or disagreement with a passage on why students should be allowed to chew gum in school.	A student may: • Match an argument to a source after shown two points from a text. • Match an argument to a source after shown two points from a speaker presentation.

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Glossary

Context: This term is derived from Latin, meaning "a joining together" of external sources of information (schemas) with internal concepts (for example, memories). It also is defined as a frame (for example, background information, schema) that surrounds an event being examined and provides resources for appropriate interpretation (Duranti & Goodwin, 1992). As Fillmore (1975) observed, "When you pick up a word, you drag along with it a whole scene." Cummins (2000) describes effects of context on communication:

- Context-embedded communication: Participants actively can negotiate meaning (for example, by providing feedback the message has not been understood), and the language is supported by a wide range of meaningful interpersonal and situational cues.
- Context-reduced communication: Participants primarily rely on linguistic cues to meaning, and thus, successful interpretation of the message depends heavily on knowledge of the language itself (p. 68).

Control: As used in these standards, refers to the degree to which a student may use a particular form with stability and precision.

Culture: (a) Different tools, thoughts and experiences associated with a particular community of practice or certain situations (Brown, Collins, & Duguid, 1989); or (b) "an adaptive process [as opposed to an object that one might hold] that accumulates partial solutions to frequently encountered problems" (Hutchins, 1995). "Human growth and creativity tend to occur not within separate and isolated cultures, but within their meeting and intermixture" (Wax, 1993).

Discourse: Language used in a particular context, such as the academic discourse of a science classroom compared to the social discourse of the playground. Different types of discourse call for different vocabulary, phrases, structures and language registers. According to Gee (1999), language is always used from a perspective and always occurs within a context; there is no neutral use of language.

English language proficiency: "A socially constructed notion of the ability or capacity of individuals to use language for specific purposes" (CCSSO, 2012). Also referred to by some as English language development, English language proficiency embodies the belief that language development is ongoing. Multiple pathways to English language proficiency are possible, but the end goal for students' progress in acquiring English is to ensure full participation of English learners in school contexts.

Evidence: Facts, figures, details, quotations or other sources of data and information that provide support for claims or analyses and that can be evaluated by others. Evidence should appear in a form, and be derived from a source, that is widely accepted as appropriate to a particular discipline, such as details or quotations from a text in the study of literature or experimental results in the study of science. (See *Appendix A of the CCSS for English Language Arts & Literacy*.)

Frequently occurring words and phrases: As used in the English Language Proficiency Standards, this refers to words and phrases commonly used in the classroom and everyday language used in schools. It is important to note this does not refer to the Top 100 High-Frequency Words (for example, "the," "a," "and," "but"). The term "basic" is not used in the English Language Proficiency Standards because a term that is basic to one person may not be basic to another; acquisition of specific words and phrases depends on exposure and experiences.

Grade appropriate: As used in the English Language Proficiency Standards, this refers to level of content and text complexity in relation to college and career ready or similar standards' requirements for a particular grade level or grade band. Additionally, consistent with the original English Language Proficiency Standards, grade bands are linked to the lower grade in the band. For example, for grade band 6-8, the reading

expectations and texts are appropriate to sixth-grade content. (See *Appendix A of the CCSS for English Language Arts & Literacy and Defining the Core*.)

Informational text: Text with a primary purpose to inform the reader about the natural or social world (includes explanatory text). (See *Appendix A of the CCSS for English Language Arts & Literacy*.)

Interactive language skills: Skills involved in producing language in spoken or written form during collaborative, interactive activities, including collaborative use of receptive and productive modalities. This modality "refers to the learner as a speaker or listener and as a reader or writer. It requires two-way, interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the sociocultural aspects of communication as language proficiency develops" (Phillips, 2008).

Linguistic output: Refers to the production of language. Educators should provide English learners with communicative tasks that require students to create the sustained output necessary for second language development. (See *Principle 7 in Principles of Instructed Second Language Acquisition.*)

Linking words (or cohesive devices): Words or phrases that can be used as sentence connectors to develop coherence within a paragraph by linking one idea or argument to another. Examples include: however, in conclusion, basically, as it turns out, at last, eventually, after all, rarely, normally, at first, often, further and firstly.

Modalities (modes of communication): The means or manner by which communication takes place. This document identifies three modalities: receptive, productive and interactive. The four language domains of reading, writing, listening and speaking are contained within these three modalities. (See page 6 of the *English Language Proficiency Standards* for more information.)

Nonverbal communication: As used in the English Language Proficiency Standards, this term refers to the process of communication through sending and receiving wordless (mostly visual) cues between people. Examples of nonverbal communication in the English Language Proficiency Standards may include gestures, nods, thumbs up or down, facial expressions or use of symbols.

Organize: In the English Language Proficiency Standards, refers to discourse that conveys temporal, causal, categorical or other logical relationships that are consistent with the author's apparent purpose in conveying information, narrating a story, making a persuasive argument or some other emergent discourse form.

Productive language skills: Skills involved in producing language in spoken or written form. This modality "places the learner as speaker [and/or] writer for a 'distant' audience (one with whom interaction is not possible or is limited). The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise it before publication or broadcast" (Phillips, 2008).

Receptive language skills: Skills involved in interpreting and comprehending spoken or written language. This modality "refers to the learner as a reader [and/or] listener or viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task, to promote understanding of language and content in order to develop a personal reaction" (Phillips, 2008).

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Recognize: As used in the English Language Proficiency Standards, this verb refers to instances when a student might indicate the meaning of the words, using verbal communication or nonverbal communication.

Registers: Distinguishable patterns of communication based upon well-established language practices, such as the language used in subject-area classrooms. Registers are a "recognizable kind of language particular to specific functions and situation. A well-known non-academic example is sports announcer talk" (Ferguson, 1983).

Research: Research can be similar to unit studies often used in classrooms. For example, if it is "zoo week," sources provided by the teacher to students could include books, a short video or toys as examples of animals and pictures.

- Short research project: An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time.
- More sustained research project: An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time.

Scaffolding: As defined in *Appendix A of the CCSS for ELA & Literacy*, this refers to guidance or assistance provided to students by a teacher, another adult or a more capable peer, enabling the students to perform tasks they otherwise would not be able to perform alone, with the goal of fostering the students' capacities to perform the tasks on their own later on. Pedagogically, a scaffold is the support offered to students so they can successfully engage in activity beyond their current abilities to perform independently. Specific scaffolds temporarily support the development of understandings, as well as disciplinary (and language) practices. Once the development takes place, the scaffolds are removed and new ones may be erected, if needed, to support new needed developmental work. (See *Walqui & van Lier* (2010) for more information.)

Sentence structures: As used in the English Language Proficiency Standards and proficiency level descriptors, language structures include simple, compound and complex sentences and the range of other language structures.

Simple: As used in the English Language Proficiency Standards, this generally refers to the grammatical structure of a phrase, sentence or text relative to its complexity or density. A "simple" sentence may use subject+verb+object construction without any embellishments.

Source: As used in the English Language Proficiency Standards, this refers to speech or text used largely for informational purposes, as in research.

Variety of topics: As used in English Language Proficiency Standards, this refers to a range of topics that may be either familiar or unfamiliar to the student (requiring support to build the student's background knowledge or particular context knowledge).

Visual aids: As used in these standards, this includes pictures, realia (objects used in real life), sketches, diagrams, labeled pictures, picture dictionaries and tactile graphics.

Vocabulary: A set of words, phrases or expressions, within a language, that is familiar to a person. (See the proficiency level descriptors for specific vocabulary expectations by the end of each English language proficiency level.)

    Academic vocabulary (See also *Appendix A of the CCSS for ELA & Literacy*, p. 33):

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- General academic words and phrases: Vocabulary common to written texts but not commonly a part of speech; as used in English Language Proficiency Standards, analogous to Tier Two words and phrases. Bailey & Heritage (2010) refer to this as "school navigational language."
- Content-specific words and phrases: Words and phrases appropriate to the topic or specific to a particular field of study. Sometimes referred to as "terms." (Terms are words and phrases that are given specific meanings in specific contexts.) Bailey & Heritage (2010) refer to this as "curriculum content language." As defined in Language Standard 6 of the *CCSS for English Language Arts & Literacy*, this refers to grade-appropriate general academic and domain-specific words and phrases, analogous to Tier Two words and phrases. Bailey & Heritage (2010) refer to this as "school navigational language."
- Tier Three words. (Note: The English Language Proficiency Standards do not suggest that vocabulary taught to English learners should be limited to only that defined by the Common Core State Standards.)
  - Tier One: Words acquired through everyday speech, usually learned in the early grades.
  - Tier Two: Academic words that appear across all types of text. These often are precise words that are used by an author in place of common words (for example, "gallop" instead of "run"). They change meaning with use.
  - Tier Three: Domain-specific words that are specifically tied to content (for example, "Constitution," or "lava"). These typically are the types of vocabulary words that are included in glossaries, highlighted in textbooks and addressed by teachers. They are considered difficult words that are important to understanding content.

Frequently occurring vocabulary: This includes common words and phrases, as well as idiomatic expressions.
Social vocabulary or language: Cummins (2000) refers to this as "surface proficiency" and, in earlier iterations of his work, as Basic Interpersonal Communicative Skills (BICS).
Wh- questions: "Who," "what," "where," "when," "why" and "how" questions.

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Acknowledgements

For additional information regarding Ohio's English Language Proficiency Standards, contact the Department's Office of Integrated Student Supports at lau@education.ohio.gov.

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