

Grade Band 4-5

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 With prompting and support, use an increasing range of strategies to:** 4-5.1.A
 - 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.

- b With prompting and support, use an emerging set of strategies to:** 4-5.1.B
 - identify the main topic or characters.
 - sequence information from readalouds, simple written texts and oral presentations.

- c With prompting and support, use a very limited set of strategies to:** 4-5.1.C
 - identify a few key words and phrases
 - from read-alouds, simple written texts and oral presentations.

An English learner with significant cognitive disabilities can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 4-5.2

- a With prompting and support:** 4-5.2.A
 - participate in short conversations
 - participate in short written exchanges
 - respond to others' comments or ideas about familiar topics and texts.

- b With prompting and support:** 4-5.2.B
 - participate in short conversations.
 - participate in short written exchanges.
 - respond to simple questions about familiar topics and texts.

- c With prompting and support:** 4-5.2.C
 - participate in short conversations.
 - participate in short written exchanges about familiar topics.

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

- a With prompting and support:** 4-5.3.A
 - deliver short presentations or information.
 - compose written text
 - about familiar texts, topics, and experiences.

informational texts and topics. 4-5.3

b With prompting and support: 4-5.3.B

- communicate simple information.
- compose simple written text about familiar texts, topics, and experiences.

c With prompting and support: 4-5.3.C

- communicate simple information about familiar texts, topics, events or objects in the environment.

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 With prompting and support: 4-5.4.A

- express an opinion.
- provide a few reasons or facts to support the opinion about a familiar topic.

b With prompting and support: 4-5.4.B

- express an opinion.
- provide one or two reasons or facts to support the opinion about a familiar topic.

c With prompting and support: 4-5.4.C

- express an opinion about a familiar topic.

An English learner with significant cognitive disabilities can conduct research, evaluate, and communicate findings to answer questions or solve problems. 4-5.5

a With prompting and support: 4-5.5.A

- participate in shared research projects.
- recall information from experience.
- retell key ideas and information from provided sources.

b With prompting and support: 4-5.5.B

- participate in shared research projects.
- recall information from experience record some information from provided sources.

c With prompting and support: 4-5.5.C

- participate in shared research projects label information from provided sources.

An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing. 4-5.6

a With prompting and support: 4-5.6.A

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

b With prompting and support: 4-5.6.B

identify a reason an author or speaker gives to support a main idea.

agree or disagree with the author or speaker.

c With prompting and support: 4-5.6.C

identify a point an author or speaker makes.

An English learner with significant cognitive disabilities can adapt language choices to purpose, task, and audience when speaking and writing. 4-5.7

a With prompting and support and showing increasing control: 4-5.7.A

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

b With prompting and support and showing increasing control: 4-5.7.B

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

c With prompting and support and showing increasing control: 4-5.7.C

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

An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text. 4-5.8

a With prompting and support and using context, visual aids, reference materials, and knowledge of English: 4-5.8.A

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.

b With prompting and support and relying some on context, visual aids, reference materials and communicative experience: 4-5.8.B

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.

c With prompting and support and relying heavily on context, visual aids and communicative experience: 4-5.8.C

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.

An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text. 4-5.9

a With prompting and support: 4-5.9.A

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.

b With prompting and support: 4-5.9.B

communicate simple information about an event or familiar topic.

retell two events in sequence.

use some frequently occurring linking words with emerging control.

c With prompting and support: 4-5.9.C

communicate simple information about an event or familiar topic.

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

An English learner with significant cognitive disabilities can make accurate use of standard English to communicate in grade-appropriate speech and writing. 4-5.10

a With prompting and support: 4-5.10.A

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.

b With prompting and support: 4-5.10.B

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

c With prompting and support: 4-5.10.C

identify the meaning of words by pointing to or giving teacher a picture related to the word.

indicates the correct one of two pictures: one is of 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.