

Grade Band 6-8

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 With prompting and support, use an increasing range of strategies to:** 6-8.1.A
 - 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.

- b With prompting and support, use an emerging set of strategies to:** 6-8.1.B
 - identify the main topic in and retell a few key details from oral communications and simple written texts.

- c With prompting and support, use a very limited set of strategies to:** 6-8.1.C
 - identify a few key words and phrases in oral communications and simple written texts.

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 With prompting and support:** 6-8.2.A
 - 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.

- b With prompting and support:** 6-8.2.B
 - participate in short conversations.
 - participate in short written exchanges.
 - respond to simple questions and some wh- questions about familiar topics and texts.

- c With prompting and support:** 6-8.2.C
 - participate in short conversations.
 - participate in short written exchanges.
 - respond to simple questions about familiar topics and texts.

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 With prompting and support:** 6-8.3.A
- deliver short presentations or information.
 - compose written text about familiar texts, topics and experiences.
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- b With prompting and support:** 6-8.3.B
- communicate simple information.
 - compose simple written text about familiar texts, topics and experiences.
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- c With prompting and support:** 6-8.3.C
- communicate simple information about familiar texts, topics and experiences.
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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 With prompting and support:** 6-8.4.A
- provide information about a familiar topic.
 - provide a few reasons or facts to support the information about a familiar topic.
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- b With prompting and support:** 6-8.4.B
- provide information about a familiar topic.
 - provide one or two reasons or facts to support the information about a familiar topic.
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- c With prompting and support:** 6-8.4.C
- express an opinion about a familiar topic.
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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 With prompting and support:** 6-8.5.A
- gather information from several provided sources.
 - retell information from provided sources.
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- b With prompting and support:** 6-8.5.B
- gather information from some provided sources.
 - record some information from provided sources.
 - retell information, using labeled illustrations, diagrams or other graphics, as appropriate.
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- c With prompting and support:** 6-8.5.C
- gather information from a few provided sources.
 - label information from provided sources.
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An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing. 6-8.6

- a With prompting and support:** 6-8.6.A
 - retell the main point an author or speaker makes.
 - indicate whether author or speaker's main point is supported or not.

- b With prompting and support:** 6-8.6.B
 - identify a main point an author or speaker makes.
 - identify a reason an author or speaker gives to support a main idea.

- c With prompting and support:** 6-8.6.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. 6-8.7

- a With prompting and support:** 6-8.7.A
 - 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.

- b With prompting and support:** 6-8.7.B
 - 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.

- c With prompting and support:** 6-8.7.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. 6-8.8

- a With prompting and support and using context, visual aids, reference materials and knowledge of English:** 6-8.8.A
 - 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.

- b With prompting and support and relying some on context, visual aids, reference materials and communicative experience:** 6-8.8.B
 - determine the meaning of general academic and content-specific words and frequently occurring expressions in texts about familiar topics, experiences or events.

- c With prompting and support and relying some on context, visual aids, reference materials and communicative experience:** 6-8.8.C
 - recognize the meaning of a few frequently occurring words, phrases and expressions in texts about familiar topics, experiences or events.

An English learner with significant cognitive disabilities can create clear and coherent grade-appropriate speech and text. 6-8.9

a With prompting and support: 6-8.9.A

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.

b With prompting and support: 6-8.9.B

communicate simple information about an event or familiar topic.

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.

c With prompting and support: 6-8.9.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. 6-8.10

a With prompting and support: 6-8.10.A

recognize and use an increasing number of nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions and prepositional phrases.

produce simple, compound and complex sentences on familiar topics.

b With prompting and support: 6-8.10.B

recognize and use a small number of nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions and prepositional phrases.

produce simple and compound sentences on familiar topics.

c With prompting and support: 6-8.10.C

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

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