

Kindergarten

An English learner with significant cognitive disabilities can speak and write about gradeappropriate complex literary and informational texts and topics. **K.1**

- a With prompting and support, use an increasing range of strategies to:** **K.1.A**
- answer questions about key details; and
 - retell basic information from read-alouds, oral presentations, and picture books.
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- b With prompting and support, use an emerging set of strategies to identify some key words and main topics from readalouds, oral presentations and picture books.** **K.1.B**
- Emerging set of strategies: Refers to one or two different strategies to show understanding of meaning (e.g., select multiple choice, put pictures in order, answer verbally with a sentence starter).
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- c 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.** **K.1.C**
- 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).
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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 With prompting and support:** **K.2.A**
- participate in short conversations
 - respond to more complex yes and no and wh- questions
 - follow some rules for discussion about familiar topics.
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- b With prompting and support:** **K.2.B**
- listen with some participation in short conversations
 - respond to simple yes and no and whquestions
 - follow simple rules for discussion about familiar topics.
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- c With prompting and support:** **K.2.C**
- listen with limited participation in short conversations
 - respond to simple yes/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.
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An English learner with significant cognitive disabilities can speak and write about grade appropriate complex literary and informational texts and topics. K.3

a With prompting and support: K.3.A

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

b With prompting and support: K.3.B

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

c With prompting and support: K.3.C

communicate simple information or feelings about familiar topics or experiences.

An English learner with significant cognitive disabilities can construct grade-appropriate oral and written claims. K.4

a With prompting and support: K.4.A

express an opinion or preference about a familiar topic showing increasing control.

b express an opinion or preference about a familiar topic showing increasing control. K.4.B

identify a feeling or opinion about a familiar topic showing emerging control.

c With prompting and support: K.4.C

indicate a feeling or opinion about a familiar topic showing limited control.

An English learner with significant cognitive disabilities can conduct research and evaluate and communicate findings to answer questions or solve problems. K.5

a With prompting and support: K.5.A

identify information from experience or from a provided source to answer a question showing increasing control.

b With prompting and support: K.5.B

recall information from experience or from a provided source to answer a question showing developing control.

c With prompting and support: K.5.C

recognize information from experience or from a provided source.

An English learner with significant cognitive disabilities can analyze and critique the arguments of others orally and in writing. K.6

a Not appropriate at this proficiency level K.6.A

b Not appropriate at this proficiency level K.6.B

c Not appropriate at this proficiency level K.6.C

An English learner with significant cognitive disabilities can adapt language choices to purpose, task, and

a With prompting and support: K.7.A

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

audience when speaking and writing. **K.7**

b With prompting and support: **K.7.B**

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.

c Not appropriate at this proficiency level **K.7.C**

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 With prompting and support: **K.8.A**

answer simple questions to English language proficiency determine the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences or events.

b With prompting and support: **K.8.B**

recognize the meaning of some frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences or events.

c With prompting and support: **K.8.C**

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

An English learner with significant cognitive disabilities can create clear and coherent gradeappropriate speech and text. **K.9**

a With prompting and support: **K.9.A**

retell a simple sequence of events from experience or from a familiar story with increasing control of frequently occurring linking words.

b With prompting and support: **K.9.B**

retell a few events from experience or from a familiar story with developing control of some frequently occurring linking words (e.g., and, then).

c Not appropriate at this proficiency level **K.9.C**

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 With prompting and support: **K.10.A**

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.

b With prompting and support: **K.10.B**

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

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

repeat simple sentences on familiar topics in shared language activities.

c With prompting and support: K.10.C

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

respond to simple questions (e.g., yes or no) in shared language activities*.

*Shared language activities include conversation, read aloud and interaction.