

# Grade Band 2-3

**An English learner with significant cognitive disabilities can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.** 2-3.1

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

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

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

**An English learner with significant cognitive disabilities can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.** 2-3.2

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

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

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

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

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

**informational texts and topics.** 2-3.3

**b With prompting and support:** 2-3.3.B

communicate simple information.

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

**c With prompting and support:** 2-3.3.C

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

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

**a With prompting and support:** 2-3.4.A

express a preference.

provide more than one reason for the preference

about a familiar topic or story.

**b With prompting and support:** 2-3.4.B

express a preference.

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

**c With prompting and support:** 2-3.4.C

express a preference about a familiar topic.

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

**a With prompting and support:** 2-3.5.A

participate in shared research projects.

recall information from experience.

sort information from provided sources into categories.

**b With prompting and support:** 2-3.5.B

participate in shared research projects.

recall information from experience.

record key information from provided sources.

**c With prompting and support:** 2-3.5.C

participate in shared research projects.

label information from provided sources.

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

**a With prompting and support:** 2-3.6.A

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

**b With prompting and support:** 2-3.6.B

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

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**c With prompting and support:** 2-3.6.C

analyze and critique the arguments of others orally and in writing

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

**a With prompting and support:** 2-3.7.A

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

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**b With prompting and support:** 2-3.7.B

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

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**c With prompting and support:** 2-3.7.C

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

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

**a With prompting and support:** 2-3.8.A

determine the meaning of some lessfrequently 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.

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**b With prompting and support:** 2-3.8.B

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

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**c With prompting and support:** 2-3.8.C

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

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

**a With prompting and support:** 2-3.9.A

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

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**b With prompting and support:** 2-3.9.B

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

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**c With prompting and support:** 2-3.9.C

communicate simple information about an event or familiar topic.

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

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

3.10

**a With prompting and support:** 2-3.10.A

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

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

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**b With prompting and support:** 2-3.10.B

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

produce simple sentences on a familiar topic.

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**c With prompting and support:** 2-3.10.C

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

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