WEST VIRGINIA SECRETARY OF STATE

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ADMINISTRATIVE LAW DIVISION

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1/11/2013 4:29:40 PM

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WEST VIRGINIA SECRETARY OF STATE

FORM 5 -- NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY **Education**

RULE TYPE **Legislative Exempt** AMENDMENT TO EXISTING RULE **No** TITLE-SERIES **126-044V**

RULE NAME **Alternate Academic Achievement Standards for English Language Arts in West Virginia Schools (2520.161)**

CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)**

RULE IS LEGISLATIVE EXEMPT

Yes

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE EFFECTIVE DATE OF THIS RULE IS

Monday, July 01, 2013

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes

Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 44V
ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS IN ENGLISH LANGUAGE ARTS FOR WEST VIRGINIA SCHOOLS (2520.161)

§126-44V-1. General.

1.1. Scope**.** West Virginia Board of Education 126CSR42, Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.161 defines the alternate academic achievement standards for English language arts across grades k through 12 for students with the most significant cognitive disabilities and is inclusive of existing content standards, essential elements, and performance descriptors as required by Policy 2510.

1.2. Authority. W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. - January 11, 2013

1.4. Effective Date. - July 1, 2013

1.5. Repeal of former rule. None. This is a new rule.

§126-44V-2. Purpose.

2.1. This policy defines the alternate academic achievement standards for the program of study required by Policy 2510 for students with the most significant cognitive disabilities, i.e., those who are typically assessed with the West Virginia Alternate Assessment.

§126-44V-3. Incorporation by Reference.

3.1. *The West Virginia Common Core Essential Elements and Alternate Achievement Descriptors in English Language Arts* across grades K – 12 are incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education.

3.2. Summary (of Alternate Academic Achievement Standards). The West Virginia Board of Education has the responsibility for establishing high quality educational standards for all education programs (W.Va. Code §18-9A-22). The alternate academic achievement standards provide a framework for teachers of students with the most significant cognitive disabilities to teach skills and competencies essential for independent living, employment, and postsecondary education. Policy 2520.161 links the content standards in English language arts, with the essential elements and includes achievement level descriptors that are aligned with the essential elements. These achievement descriptors are the basis for cut scores for the Alternate Assessment. The essential elements and achievement level descriptors included in Policy 2520.161 are applicable for students with the most significant cognitive disabilities.

§126-44V-4. Severability.

4.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

West Virginia
Common Core Essential Elements and
Alternate Achievement Descriptors for English Language Arts

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INTRODUCTION

The Common Core Essential Elements (EEs) are linked to the Common Core State Standards (CCSS) for the applicable content area. A group of general educators, special educators, and content specialists from West Virginia and other member states in the Dynamic Learning Maps (DLM) Consortium gathered to determine the essence of the CCSS. The West Virginia Department of Education has adopted the EEs as the state's alternate academic achievement standards, which form the foundation for alternate assessment development for students with significant cognitive disabilities.

Links were defined to illuminate the precursors for the essential content and skills contained in the grade level CCSS standards and indicators. These EEs are not intended as a redefinition of the standards. Rather, they are intended to describe challenging expectations for students with significant cognitive disabilities in relation to the CCSS. They clarify the bridge between grade-level achievement expectations for students with significant cognitive disabilities who participate in alternate assessments and the CCSS.

ACCESS TO INSTRUCTION AND ASSESSMENT

The EEs and Instructional Achievement Level Descriptors (IALDs) developed by the DLM consortium states are intended to create the maximum possible access to the CCSS for students with significant cognitive disabilities. The way in which information is presented for instruction and assessment and the manner in which students demonstrate achievement is in no way intended to be limited by statements of EEs or IALDs. To that end, modes of communication, both for presentation or response, are not stated in either the EEs or IALDs unless a specific mode is an expectation. Where no limitation has been stated, no limitation should be inferred. Students' opportunities to learn and to demonstrate learning should be maximized by providing whatever communication, assistive technologies, augmentative and alternative communication (AAC) devices, or other access tools that are necessary and routinely used by the student during instruction.

Students with significant cognitive disabilities include a broad range of students with diverse disabilities and communication needs. For some students with significant cognitive disabilities, graphic organizers similar to those used by students without disabilities provide useful access to content and are adequate to maximize opportunities to learn and demonstrate achievement. Other students require a range of assistive technologies to access content and demonstrate achievement. For some students, AAC devices and accommodations for hearing and visual impairments will be needed. As with other physical disabilities, students with visual impairments may perform some expectations using modified items, presentations, or response formats. A few items may not lend themselves to such modifications. Decisions about the appropriate modifications for visual impairments are accounted for in the design of the assessments.

The access challenge for some is compounded by the presence of multiple disabilities. All of these needs, as well as the impact of levels of alertness due to medication and other physical disabilities which may affect opportunities to respond appropriately, need to be considered.

Most presentation and response access conditions do not constitute accommodations as they are understood for students who take the general assessment. Methods of presentation that do not violate the intended construct by aiding or directing the students' response allow the student to perceive what knowledge or skill is expected. Aids to responding that do not constitute a violation of the intended construct allow the student to demonstrate the expected knowledge and skills. Examples of acceptable access technologies include the following:

- communication devices that compensate for a students' physical inability to produce independent speech.
- devices that compensate for a students' physical inability to manipulate objects or materials, point to responses, turn pages in a book, or use a pencil or keyboard to answer questions or produce writing.
- tools that maximize a students' ability to acquire knowledge and skills and to demonstrate the products of their learning.

ACCESSING THE GENERAL CURRICULUM

Technology is also of particular importance to students with significant cognitive disabilities to access the general curriculum and achieve the EEs. Although educators have traditionally viewed technology as hardware and software, assistive technology tenets provide a broader view of the applications of low, medium, and high levels of technology use. Assistive technology tools can be vital to a student in acquiring and demonstrating learning unimpeded by the barriers that the disability presents.

Model Symbol Use Throughout Instruction

Many students with significant cognitive disabilities have difficulty with or cannot use speech to communicate and/or are supported by the use of communication symbols (e.g., communication boards, speech generating devices, voice output communication devices) and supports to augment their speech and other means of communication. Students who require symbols and other AAC supports require frequent modeling in the use of those symbols to interact and respond during instruction. Students who use symbols and other communication supports need as much modeling as children who use speech to communicate. Modeling in this way is not viewed as a means of prompting, guidance, or support, just as having a teacher talk serves those purposes for a student who communicates using speech.

When modeling the use of symbols and other communication supports, teachers use the symbols and supports themselves, hand them to students without communication impairments to use, and involve the students who need to use them every day. Each of these steps can play an important role in validating the use of symbols and communication supports and demonstrating multiple levels of expertise in their use.

Use Partner-Assisted Scanning Across the Day

Making a choice from the items on a list, symbols, tactuals, or a communication board can be difficult for some students because they lack the ability to point, cannot see or read the choices, or are positioned too far away (as in group activities). Partner-assisted scanning addresses these issues by asking the communication partner (a teacher, paraprofessional, or peer) to point to each of the options pausing long enough at each for the students with physical and communication impairments to respond "yes" if the item is their desired choice. Depending on the needs of an individual child, the partner can name each option when pointing or simply point.

Throughout the IALDS, examples are provided that require students to select, identify, recognize, and so forth from a number of options. It is suggested that teachers use partner-assisted scanning to support these modes of responding and communicating whenever it appears that the act of directly pointing to a response is too difficult for a particular student.

Use First-Letter Cueing as a Communication Strategy Whenever Possible

Students with communication impairments who are beginning to read, write, and communicate regularly face the challenge of not having access to the words or symbols they want or need to communicate effectively. When attempting to provide them with every possible word they might need, the result is an unmanageable communication system. When guessing what will be most important, it is inevitable that some guesses will be wrong. Until students can spell well enough to communicate their own thoughts, it is important to rely on cueing strategies. First-letter cueing is one such strategy. Students can use an alphabet display to point to the first letter (or try to spell more) of the word they are trying to communicate. Teachers can use this strategy to help students respond efficiently to questions that involve known choices. Teachers can also model the use of first-letter cueing in their day-to-day interactions with the class. Natural opportunities to incorporate this strategy occur when the teacher is prompting students to recall a specific word (e.g., "I am thinking of a new word we learned yesterday that started with the letter *t*.") or concept (e.g., "Who remembers the big word we learned to describe when we put things together to find out how many we have in all? It begins with the letter *a*."). There are times every school day when the adults in the class can model the use of first-letter cueing.

DOCUMENT ORGANIZATION

Levels of Performance

Within this document, each grade level EE is cross-referenced to one or several CCSS.

Four performance levels have been proposed for the DLM's alternate academic achievement standards: I, II, III, and IV. Mastery is considered to be demonstrated at Level III and Level IV and is identified as meeting the Level III level on an alternate assessment as specified in the NCLB. A general description of each of these levels is included below:

Level I - A student at this level attempts to perform tasks with support.

Level II - A student at this level demonstrates some content knowledge and skills from the extended grade level standards.

Level III - A student at this level demonstrates content knowledge and skills at a level aligned with the complexity of the EEs.

Level IV - A student at this level demonstrates content knowledge and skills at a higher level of complexity than those described for Level III. Typically, this complexity includes the routine use of symbol systems as applied to English Language Arts.

For each performance level, specific descriptions of content and skills are bulleted and examples of each level of performance are provided. The EEs, IALDs, and examples are intended as a resource for developing individualized education program (IEP) goals, benchmarks, and curricular materials in reading, language arts, and mathematics. Students may need goals and benchmarks in areas other than academic content domains (e.g., self-care/living skills, mobility). As always, IEPs address the individual needs of each student to make progress toward the standards.

Common Core Grade-Level Standards are the Standard titles and Grade-Level Indicators as they appear in the CCSS for English Language Arts (Common Core State Standards Initiative, 2010).

Common Core Essential Elements (EEs) describe links to the CCSS for access by students with significant cognitive disabilities.

Instructional Achievement Level Descriptors (IALDs) describe performance at four achievement levels based on the EEs and are accompanied by examples at each achievement level.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RL.K.1.** With prompting and support, ask and answer questions about key details in a text.	**EERL.K.1.** With guidance and support, identify details in familiar stories.	**Level IV AA Students will:** **EERL.K.1.** Identify key details in familiar story. Ex. Identify a key detail from a familiar story given an array of choices, including similar distracters. Ex. Signal to indicate when a detail is read aloud in a familiar text during a book sharing experience when the teacher asks students to listen for a particular detail. Ex. Turn to the part of a book where a detail is written about or depicted in the illustrations. **Level III AA Students will:** **EERL.K.1.** With guidance and support, identify details in familiar stories. Ex. With guidance and support (e.g., remind the student to think about what the story told us about the character's home), identify a detail from a familiar story given an array of choices. Ex. With guidance and support (e.g., dramatic pause or rise in intonation by teacher), signal to indicate when a detail is read during a book sharing experience (e.g., the teacher is reading a book with the student and the student vocalizes, hits a switch or otherwise signals the teacher to indicate that a detail was just shared). Ex. With guidance and support (e.g., tells the student to find the part of the book where a specific detail is shown), turn to the part of a book where a detail is written about or depicted in the illustrations. **Level II AA Students will:** **EERL.K.1.** With guidance and support, identify a favorite detail in familiar story. Ex. With guidance and support, identify a picture in a familiar story that is related to own experience (e.g., the story includes a dog and the student has a dog). Ex. With guidance and support, responds "Me!" when the teacher reads about ice cream in a familiar book and says, "Who likes ice cream?" **Level I AA Students will:** **EERL.K.1.** With guidance and support, interact with or explore pictures and objects related to a familiar story. Ex. Look at the pictures in a book that is being read. Ex. Open and pulls flaps in a lift-the-flap book while it is being read. Ex. Pulls off or puts on picture symbols that relate to a familiar story as it is being read. Ex. Touches the tactualized illustrations in a book while it is being read.

Directions for Interpreting Essential Elements

Essential Elements (EEs). The EEs are statements that provide links for students with significant cognitive disabilities to the essential content and skills defined in the grade-level clusters of the CCSS. The EEs provide a bridge for students with significant cognitive disabilities to the CCSS. The EEs are not intended as a reinterpretation of the CCSS; rather, they were developed to create a bridge between the CCSS and challenging achievement expectations for students with significant cognitive disabilities. The order in which the EEs are listed is a direct reflection of the order in which the CCSS are listed. The order is not intended to convey a sequence for instruction; rather, it illustrates progress across years. In the tables, the left column contains the CCSS grade-level standards and indicators, the middle column contains the EE linked to them, and the right column contains the IALDs for each EE and examples for each IALD (as demonstrated by the example provided on the previous page). Each EE and IALD completes the phrase "Students will . . . ."

In keeping with the language of the English Language Arts CCSS document, the left hand column in this document will be titled CCSS Grade-Level Standards. This is worded differently in the Math CCSS and that is why the math document reads CCSS Grade-Level Clusters in the left-hand column.

NOTES: N/A is used instead of a descriptor under Level IV, if it was determined by the stakeholder group that the content of the CCSS could not be addressed. In other instances, an N/A at a particular grade level or within a CCSS does not imply that students should not be taught content, skills, or precursors related to the CCSS that are appropriate for instruction.

"Begins in grade __" is utilized when the expectations for students to begin to demonstrate mastery is found at a higher grade level. Planning for instruction should incorporate instruction related to the higher grade level EE and begin at the earliest possible point for each student. Students with significant cognitive disabilities may require several years of instruction prior to the point at which they may be expected to begin to demonstrate mastery of a concept.

Bullets under instructional achievement levels denote descriptions of achievement at that level for the content related to the essential element.

Examples clarify certain components of EEs. The provided examples are illustrative, not exhaustive. They are intended to provide a range of ways in which a student may demonstrate progress toward the EE and communicate that spelling words and writing complete sentences precisely is less important than developing basic writing skills.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR KINDERGARTEN

Kindergarten English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RL.K.1.** With prompting and support, ask and answer questions about key details in a text.	**EERL.K.1.** With guidance and support, identify details in familiar stories.	**Level IV AA Students will:** **EERL.K.1.** Identify key details in familiar story. Ex. Identify a key detail from a familiar story given an array of choices, including similar distracters. Ex. Signal to indicate when a detail is read aloud in a familiar text during a book sharing experience when the teacher asks students to listen for a particular detail. Ex. Turn to the part of a book where a detail is written about or depicted in the illustrations. **Level III AA Students will:** **EERL.K.1.** With guidance and support, identify details in familiar stories. Ex. With guidance and support (e.g., remind the student to think about what the story told us about the character's home), identify a detail from a familiar story given an array of choices. Ex. With guidance and support (e.g., dramatic pause or rise in intonation by teacher), signal to indicate when a detail is read during a book sharing experience (e.g., the teacher is reading a book with the student and the student vocalizes, hits a switch or otherwise signals the teacher to indicate that a detail was just shared). Ex. With guidance and support (e.g., tells the student to find the part of the book where a specific detail is shown), turn to the part of a book where a detail is written about or depicted in the illustrations. **Level II AA Students will:** **EERL.K.1.** With guidance and support, identify a favorite detail in familiar

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		story. Ex. With guidance and support, identify a picture in a familiar story that is related to own experience (e.g., the story includes a dog and the student has a dog). Ex. With guidance and support, responds "Me!" when the teacher reads about ice cream in a familiar book and says, "Who likes ice cream?" **Level I AA Students will:** **EERL.K.1.** With guidance and support, interact with or explore pictures and objects related to a familiar story. Ex. Look at the pictures in a book that is being read. Ex. Open and pulls flaps in a lift-the-flap book while it is being read. Ex. Pulls off or puts on picture symbols that relate to a familiar story as it is being read. Ex. Touches the tactualized illustrations in a book while it is being read.
RL.K.2. With prompting and support, retell familiar stories, including key details.	**EERL.K.2.** With guidance and support, identify major events in familiar stories.	**Level IV AA Students will:** **EERL.K.2.** Identify major events in text as they appear in a familiar story while it is being read. Ex. Retell what happens in a familiar story. Ex. Indicate major events in a familiar story given a field of choices. Ex. Point to major events as they appear in a familiar story while it is being read. Ex. Verbally list major events from a familiar story. Ex. Use a voice output communication device to say, "That sounds important." when major events are read aloud during shared reading. **Level III AA Students will:** **EERL.K.2.** With guidance and support, identify major events in familiar

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		stories. Ex. With guidance and support (e.g., remind the student to remember the terrible thing that happened in the story), identify a major event from a familiar story given an array of choices. Ex. With guidance and support (e.g., dramatic pause or rise in intonation by teacher), signal to indicate when a major event is read during a book sharing experience (e.g., the teacher is reading a book with the student and the student vocalizes, hits a switch, or otherwise signals the teacher to indicate that an event was just shared). Ex. With guidance and support (e.g., tells the student to find the part of the book where a major event is shown), turn to the part of a book where a major event is written about or depicted in the illustrations. **Level II AA Students will:** **EERL.K.2.** With guidance and support, identify a personally relevant event in familiar story. Ex. With guidance and support, identify an event from a familiar story that is related to own experience (e.g., a character in the story eats ice cream, which happens to be a favorite food for the student). Ex. With guidance and support, select from a field of choices using objects or pictures to indicate a favorite event in text. Ex. With guidance and support, stop or otherwise signal the reader when a preferred event occurs in a familiar story (e.g., In a teacher-made text, stop the teacher when he or she reaches the part of the book that shows a picture or tells about a favored person coming to visit). Ex. Given a picture card of a detail from a storybook, find the matching picture on a particular page from the book (e.g., In the story *Are You My Mother?*, the student is given a picture card of a dog because he has a dog. The student then finds the matching picture in the story book.)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERL.K.2.** With guidance and support, act out or complete personally relevant events in familiar stories. Ex. With guidance and support, complete the steps in a daily routine as they are read about in a book. Ex. With guidance and support, use gestures to indicate "all gone" while acting out eating a whole piece of cake at a class party as an adult reads about it in a book made by the class.
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	**EERL.K.3.** With guidance and support, identify characters and settings in a familiar story.	**Level IV AA Students will:** **EERL.K.3.** Identify the characters and settings in a familiar story. Ex. Indicate characters and settings in a familiar text from a field of choices. Ex. Identify or point to characters as they appear in a familiar story when asked, "Show me . . . ." Ex. Name characters in a familiar story. Ex. Draw pictures of the characters or settings in a familiar story without the book present. Ex. Describe a character in a familiar story (e.g., clothing, gender, age). **Level III AA Students will:** **EERL.K.3.** With guidance and support, identify characters and settings in a familiar story. Ex. With guidance and support (using a familiar story such as *Pancakes for Breakfast*), signal to indicate an illustration of the old lady when asked "Show me the old lady." Ex. With guidance and support, point to an illustration of the old lady's kitchen (or other setting she visits in the story) when asked, "Where is she?"

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. With guidance and support, indicate a character or setting from a familiar story given a field of choices (e.g., pictures, objects, symbols, print). Ex. With guidance and support, identify a character or setting as it appears in a familiar story as it is being read. Ex. With guidance and support, hold up a stick puppet that matches a character in the story when the reader mentions that character's name. **Level II AA Students will:** **EERL.K.3.** With guidance and support, identify an illustration (or picture description or tactualized image) that shows a character in a familiar story. Ex. With guidance and support, point to a picture of a character in a familiar text when asked, "Show me <character name>." Ex. Given a picture card of a character from a story, find the matching picture on a particular page from the story (e.g., In *Pancakes for Breakfast*, the student will be shown a picture card of the old lady. The student will place the picture on top of the matching picture of the old lady on a particular page in the story book.) **Level I AA Students will:** **EERL.K.3.** With guidance and support, identify people or places that appear in familiar, personally relevant stories. Ex. With guidance and support, the student identifies self as "me" using speech or a gesture when the teacher reads a familiar book that features the student. Ex. With guidance and support, the student identifies family members in a familiar, teacher-made text about the student's family.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Craft and Structure. **RL.K.4.** Ask and answer questions about unknown words in a text.	**EERL.K.4.** With guidance and support, ask about an unknown word in a text.	**Level IV AA Students will:** **EERL.K.4.** Ask and/or answer about an unknown word in a text. Ex. Signal when an unknown word is heard during shared reading (e.g., Before listening to a text, the teacher will give direction to signal [using speech, vocalization, pictures, gesture, or switch] when an unknown word is read.). Ex. Use a voice output communication device to ask, "What does that mean?" when a teacher reads an unknown word in text. Ex. Asks "What's that?" when an unknown word is read during shared reading. **Level III AA Students will:** **EERL.K.4.** With guidance and support, ask about an unknown word in a text. Ex. Signal (using speech, vocalization, pictures, gesture, or switch) to indicate that an unknown word was read when the teacher looks at the student with an exaggerated, confused expression after reading an unknown word. Ex. Use a voice output communication device to ask, "What does that mean?" in response to an extended pause after a teacher reads an unknown word. **Level II AA Students will:** **EERL.K.4.** With guidance and support, indicate when a recently learned word is used in a text. Ex. Signal when an unknown word is heard during shared reading (e.g., Before listening to a story, the teacher gives direction to signal [using speech, vocalization, pictures, gesture, or switch] when a specific, recently learned word is read. Each time the teacher reads the word, the student

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		signals.). Ex. Use a voice output communication device to repeat a recently learned word each time it is used during a shared reading. **Level I AA Students will:** **EERL.K.4.** With guidance and support, exchange a symbol, object, or otherwise communicate a familiar word during shared reading of a familiar text. Ex. Hand the teacher a picture symbol reflecting a familiar word from a familiar text when prompted, "Give me ____?" Ex. Use a single message voice output device to say a familiar word used during shared reading of a familiar book when given a visual prompt (e.g., the teacher points to the device). Ex. Place a photo of himself into the book when the teacher reads a page that includes the student's name.
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	**EERL.K.5.** With guidance and support, recognize familiar texts (e.g., storybooks, poems).	**Level IV AA Students will:** **EERL.K.5.** Recognize familiar texts. Ex. Get a familiar book from the bookshelf when the teacher asks for it (e.g., the teacher is getting ready to read to the group and asks the child, "Can you get '*Brown Bear, Brown Bear*' for me?"). Ex. State the name of a text the teacher is about to read before the teacher says the name of the book. **Level III AA Students will:** **EERL.K.5.** With guidance and support, recognize familiar texts (e.g., storybooks, poems). Ex. With guidance and support, recognize a familiar text from one familiar and one unfamiliar book.

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		Ex. With guidance and support, recognize the chart with a familiar class song written on it. Ex. With guidance and support, recognize own home-school communication notebook from the stack of all students' notebooks. Ex. With guidance and support, get a familiar book from the bookshelf when the teacher asks for it (e.g., the teacher is getting ready to read to the group and asks the child, "Can you get '*Brown Bear, Brown Bear*' for me?"). **Level II AA Students will:** **EERL.K.5.** With guidance and support, recognize a favored, familiar text (e.g., storybooks, teacher-made text). Ex. With guidance and support (e.g., the teacher might say, "Show me your book about swimming."), recognize a favored, familiar text from a field of two or more. Ex. With guidance and support, select the book from a choice of the target book and an unfamiliar book after the teacher provides support by saying, "Do you remember that book about your favorite tiger?" **Level I AA Students will:** **EERL.K.5.** With guidance and support, select a text for shared reading. Ex. With guidance and support, select a text from a choice of two presented by the teacher. Ex. With guidance and support, select a song to sing with the class during group time. Ex. With guidance and support, select a text to read with an adult from a bucket of books.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**EERL.K.6.** With guidance and support, distinguish between words and illustrations in a story.	**Level IV AA Students will:** **EERL.K.6.** Distinguish between words and illustrations in a story. Ex. When asked, point to the words in the text and then the illustration in a story. Ex. In a named book, locate a word and an illustration. Ex. During shared reading, point to the words while the teacher reads and then point to and talk about the pictures in the text. **Level III AA Students will:** **EERL.K.6.** With guidance and support, distinguish between words and illustrations in a story. Ex. Point to words and illustrations when asked (e.g., When shown a book that has an illustration on one side and words on the other, the student will point to the words and illustration when asked.). Ex. With guidance and support, signal to indicate when a teacher is pointing to an illustration and when the teacher is pointing to words in the text. **Level II AA Students will:** **EERL.K.6.** With guidance and support, locate an illustration in the story. Ex. Point to an illustration that is known to be a favorite during shared reading of a favored, familiar storybook. Ex. Use illustrations to find a favorite page in a favorite book (e.g., During shared reading, the teacher asks the student to choose a favorite page to read and the student finds a favorite page in the book using the illustrations.). **Level I AA Students will:** **EERL.K.6.** With guidance and support during shared reading, interact with

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		or explore illustrations, objects, or other tactual representations of a story. Ex. With guidance and support, interact with puppets that relate to a story being read during shared reading. Ex. With guidance and support, explore tactual information on the page of an adapted storybook being read.
Integration of Knowledge and Ideas. **RL.K.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**EERL.K.7.** With guidance and support, match illustrations with the story.	**Level IV AA Students will:** **EERL.K.7.** Match illustrations with text in the story. Ex. Match sentences (read by the teacher) that go with photos in a teacher-made book (e.g., child matches photos from a field trip with the sentences the teacher wrote). Ex. Given two or more phrases or sentences from the text, match those to the illustrations that show the same meaning (e.g., In *Not Norman,* match the illustrations of the animals with the descriptions Norman provides: soft, furry pet that can run and climb trees = illustration of cat). Ex. Match students' names with their photos in a teacher-made text. **Level III AA Students will:** **EERL.K.7.** With guidance and support, match illustrations with the story. Ex. With guidance and support, match pictures of characters with characters' names. Ex. With guidance and support, match a picture of the setting with the description of the setting provided in the text. Ex. The teacher hands the student peer names one at a time while reading each and the student matches the name with the picture in the text. **Level II AA Students will:** **EERL.K.7.** With guidance and support, points to an illustration in the story when it is described or labeled by the teacher.

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		Ex. Indicate a picture from a story after the teacher labels it (e.g., During shared reading, the teacher pauses and labels a picture on one page and the student eye gazes to the picture). Ex. Point to a photo from a teacher-made book (e.g., During shared reading of a teacher-made book with photos of students in the class, the student points to a photo labeled by the teacher). **Level I AA Students will:** **EERL.K.7.** With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of a story. Ex. With guidance and support, interact with puppets that relate to a story being read during shared reading. Ex. With guidance and support, explore tactual information on the page of an adapted storybook being read.
RL.K.8. (Not applicable to literature)	**EERL.K.8.** N/A	
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**EERL.K.9.** With guidance and support, identify the adventures or experiences of a character in a familiar story.	**Level IV AA Students will:** **EERL.K.9.** Identify the adventures or experiences of a character in a story. Ex. Identify the adventures a character in a story experienced from a list read aloud by the teacher. Ex. List one or more experiences of a character in a story (e.g., In *Who Sank the Boat*, state one or more of the following: got in the boat, fell out of the boat, got wet, got mad, and walked away.). **Level III AA Students will:** **EERL.K.9.** With guidance and support, identify the adventures or experiences of a character in a familiar story. Ex. With guidance and support, select from an array of illustrations from a

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		familiar book one that shows an adventure or experience that the teacher describes (e.g., Teacher might ask, find the picture that shows the mouse jumping into the boat). Ex. With guidance and support, signal for the teacher to stop reading when he or she gets to the page that shows that a character's experience as directed by the teacher (e.g., Teacher might say, "Stop me when I get to the part that shows the mouse getting surprised by the flea."). **Level II AA Students will:** **EERL.K.9.** With guidance and support, identify an adventure or experience that occur in a familiar story Ex. With guidance and support, select illustrations from a familiar story that show the adventures (e.g., select an illustration of the pig jumping in the mud in *Mrs. Wishy Washy*). Ex. With guidance and support, select adventures that occurred in a familiar book from a list of choices read aloud by the teacher. Ex. With guidance and support, turn to a page in the book that shows an adventure or experience. Ex. With guidance and support, identify an experience from a storybook to act out. **Level I AA Students will:** **EERL.K.9.** With guidance and support, act out the adventures or experiences that occur in a familiar storybook. Ex. With guidance and support, uses characters on a felt board to act out an adventure in a familiar storybook. Ex. With guidance and support from peers, act out a scene familiar storybook.

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Range of Reading and Level of Text Complexity. **RL.K.10.** Actively engage in group reading activities with purpose and understanding.	**EERL.K.10.** **This Literature Essential Element references all elements above.	

Kindergarten English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RI.K.1.** With prompting and support, ask and answer questions about key details in a text.	**EERI.K.1.** With guidance and support, identify a detail in a familiar text.	**Level IV AA Students will:** **EERI.K.1.** Identify details in familiar text. Ex. Indicate details given a field of choices about a teacher-created text showing the students completing the steps in a class project (e.g., cooking, planting seeds, making an art project). Ex. Identify a step in instructions read by the teacher (e.g., During shared re-reading of a chart that tells the steps for planting a bean plant, the teacher asks the student to listen to how many beans they need and the student successfully identifies the number). **Level III AA Students will:** **EERI.K.1.** With guidance and support, identify a detail in a familiar text. Ex. With guidance and support, identify a detail in a text from a field of choices. Ex. With guidance and support, stop a reader or otherwise signal when a particular detail is read. Ex. With guidance and support, find the place in a familiar book where a particular detail is presented. **Level II AA Students will:** **EERI.K.1.** With guidance and support, identify a detail in a familiar text about a personally relevant event or daily routine. Ex. With guidance and support, identify a detail from a social story written to help him learn what to expect and how to behave in a frequently occurring situation. Ex. With guidance and support, identify a detail in a *Best Part of Me* text written by the class.

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		Level I AA Students will: **EERI.K.1.** With guidance and support, interact with or explore pictures or objects related to a text while it is read. Ex. With guidance and support, interact with the milk cartons, dirt, seeds, and spoons that are required to plant the seeds as described in the chart being read with the group. Ex. With guidance and support, visually explore the illustrations in a text about a favored topic (animal, train, etc.).
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	**EERI.K.2.** With guidance and support, identify the topic of a familiar text.	**Level IV AA Students will:** **EERI.K.2.** Indicate the topic of a familiar text. Ex. Indicate the topic of a familiar text given a field of choices. Ex. Express verbally the topic of a familiar text when asked, "What is this text about?" **Level III AA Students will:** **EERI.K.2.** With guidance and support, identify the topic of a familiar text. Ex. With guidance and support, identifies "pets" as the topic after listening to and discussing a text about pets. Ex. With guidance and support, identify that a teacher or class-made book is about a trip the class took to a museum. Ex. With guidance and support, identify the main topic of an informational text about a single, clear topic (e.g., *Bread, Bread, Bread)*. **Level II AA Students will:** **EERI.K.2.** With guidance and support identify an object or picture that relates to the topic of a familiar text. Ex. With guidance and support during shared reading of a text about a favored activity (e.g., swimming), identify an object related to the activity

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		(e.g., "What do you wear when you go swimming?"). Ex. With guidance and support during shared reading of a familiar text, identify an object or picture that relates to the topic of the text (e.g., select an apple from an arrangement of objects when reading a book about apple trees). **Level I AA Students will:** **EERI.K.2.** With guidance and support, identify a familiar book about a preferred topic. Ex. With guidance and support, identify a familiar book about trains or other preferred topic by looking, reaching, or touching. Ex. With guidance and support, identify a familiar book about a favored activity.
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**EERI.K.3.** With guidance and support, identify individuals, events, or ideas in a familiar informational text.	**Level IV AA Students will:** **EERI.K.3.** Identify individuals, events, or ideas in an informational text. Ex. Given a field of options, identify individuals, events, or ideas from a text. Ex. Stop or otherwise signal a reader when a predetermined event or idea is read. **Level III AA Students will:** **EERI.K.3.** With guidance and support, identify individuals, events, or ideas in a familiar informational text. Ex. With guidance and support, identify an event described in a familiar text given a field of choices (e.g., a baseball game or a movie). Ex. With guidance and support, identify an individual in a familiar text given a field of choices.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. With guidance and support, identify one idea an author of a familiar text shared about a known topic. **Level II AA Students will:** **EERI.K.3.** With guidance and support, act out events or actions in a familiar informational text. Ex. Imitate the actions of the teacher to act out a familiar text (e.g., The teacher stretches her arms wide while reading about the butterfly stretching out its wings and the student imitates the action.). Ex. With guidance and support from peers, act out events in a text about the class. **Level I AA Students will:** **EERI.K.3.** With guidance and support, participate in acting out events or imitate actions from routines in a familiar informational text. Ex. Imitate the actions of the teacher to act out a familiar text when directed (e.g., The teacher stretches her arms wide while reading about the butterfly stretching out its wings and the student imitates the action when the teacher says, "Stretch your arms like the butterfly."). Ex. With guidance and support from peers, participate with a group that is acting out events in a text about the class.
Craft and Structure. **RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text.	**EERI.K.4.** With guidance and support, ask about an unknown word in a text.	**Level IV AA Students will:** **EERI.K.4.** Ask about an unknown word in a text. Ex. While listening to a new book, ask the reader, "What does that mean?" when an unknown word is read. Ex. During shared reading, use a voice output device to ask, "What?" when an unknown word is read.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level III AA Students will: **EERI.K.4.** With guidance and support, ask about an unknown word in a text. Ex. With guidance and support, signal the teacher (using speech, vocalization, gesture, or switch) to indicate recognition of an unknown vocabulary word in a text. Ex. With guidance and support, ask about an unknown word (e.g., During shared reading, the teacher pauses dramatically after reading a word that is unfamiliar to the student and the student uses a single message voice output device to ask, "What does that mean?"). **Level II AA Students will:** **EERI.K.4.** With guidance and support, indicate when a recently learned word is used in a text. Ex. Signal each time a specified new word identified by the teacher is used (e.g., Before engaging in shared reading of a text, the teacher gives directions to signal [using speech, vocalization, pictures, gestures, or switch] when a specific, recently learned word is read, and the student signals each time the new word is read.). Ex. Use a voice output device to say a recently learned word when it is used in the text during shared reading. **Level I AA Students will:** **EERI.K.4.** With guidance and support, exchange a symbol, object, or otherwise communicate a familiar word during shared reading of a text. Ex. Hand the teacher a picture symbol reflecting a familiar word from a familiar text when prompted, "Give me ____?" Ex. Place a photo of himself into the book when the teacher reads a page that includes the student's name.

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		Ex. Fill in a word (using speech, a single picture symbol, a single message voice output device, or a sign) that is repeated regularly within a text.
RI.K.5. Identify the front cover, back cover, and title page of a book.	**EERI.K.5.** With guidance and support, identify parts of a book.	**Level IV AA Students will:** **EERI.K.5.** Identify parts of the book as applicable (top, front cover, title, beginning of text). Ex. Locate the front or back of a book. Ex. Locate the title of the book. Ex. Point to the beginning (first page of text). Ex. Point to the beginning or end of the week on the calendar. **Level III AA Students will:** **EERI.K.5.** With guidance and support, identify parts of a book. Ex. With guidance and support, locate the front or back of a book. Ex. With guidance and support, locate the title of a book. **Level II AA Students will:** **EERI.K.5.** Exhibit appropriate book handling or interaction skills. Ex. Turn pages from front to back. Ex. Hold the book correctly (right side up). Ex. Hit a switch appropriately to turn the pages in a computer book waiting between switch hits for the narrator to finish reading the page before hitting the switch again. **Level I AA Students will:** **EERI.K.5.** Exhibit emerging book handling skills. Ex. Browse through pages in the book occasionally turning one page at a time. Ex. Hit a switch to turn the pages in a computer book, not always waiting

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		between switch hits for the narrator to finish reading the page before hitting the switch again.
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**EERI.K.6.** With guidance and support, distinguish between print and illustrations in an informational text.	**Level IV AA Students will:** **EERI.K.6.** Distinguish between print and illustrations in an informational text. Ex. Distinguish between the printed words and pictures in a text. Ex. Distinguish between the pictures and the printed names of classmates in a classroom *All About Us* book. **Level III AA Students will:** **EERI.K.6.** With guidance and support, distinguish between print and illustrations in an informational text. Ex. With guidance and support, distinguish (e.g., point to, gesture, or use eye gaze) the illustration from the words upon request when given an informational text containing an illustration. Ex. With guidance and support, distinguish between the words and symbols on a visual schedule. **Level II AA Students will:** **EERI.K.6.** With guidance and support, find an illustration in the text. Ex. With guidance and support, identify an illustration in an informational text while listening to someone read the text. Ex. With guidance and support during share reading, locate an illustration in an informational text that is described by the reader. **Level I AA Students will:** **EERI.K.6.** With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of an

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		informational text. Ex. With guidance and support, interact with objects that relate to a text being read during shared reading. Ex. With guidance and support, explore tactual information on the page of an adapted text being read.
Integration of Knowledge and Ideas. **RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	**EERI.K.7.** With guidance and supports, match illustrations to an informational text.	**Level IV AA Students will:** **EERI.K.7.** Match parts of an informational text with illustrations in a text. Ex. Given a printed name read by a teacher, identify the page in the *All About Us* text where the student's photo is found. Ex. Given a text with simple sentences read by a teacher, identifies the illustration (e.g., The teacher reads, "The butterfly is blue." and the student identifies an image of a blue butterfly.) to match the sentence. **Level III AA Students will:** **EERI.K.7.** With guidance and support, match illustrations to an informational text. Ex. With guidance and support, after listening to text about a rabbit, match an illustration of a rabbit with an informational text describing the rabbit. Ex. With guidance and support, match an illustration of a tree to the description of the tree in an informational text. **Level II AA Students will:** **EERI.K.7.** With guidance and support, point to an illustration in an informational text when it is described or labeled by the teacher. Ex. With guidance and support during shared reading of an informational text, point to the illustrations as the teacher describes them.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. With guidance and support, point to the illustration that matches the stage of pumpkin growth from the book, *From Seed to Pumpkin.* **Level I AA Students will:** **EERI.K.7**. With guidance and support during shared reading, interact with or explore illustrations, objects or other tactual representations of the text. Ex. With guidance and support during shared reading, interact with objects that represent the information in the text. Ex. With guidance and support during shared reading, explore the tactual information on the page of an adapted book. Ex. With guidance and support during shared reading, visually explore the illustrations in a text.
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	**EERI.K.8.** With guidance and support, identify points the author makes in an informational text.	**Level IV AA Students will:** **EERI.K.8.** Identify points the author makes in an informational text. Ex. During shared reading of an informational text about frogs, select from a field of choices the points the author makes about frogs (e.g., Not all frogs are green.). Ex. During shared reading of an informational text about the weather (*What's the Weather Today?*), identify points the author makes about weather from an array of choices. **Level III AA Students will:** **EERI.K.8.** With guidance and support, identify points the author makes in an informational text. Ex. With guidance and support during shared reading of a text about pumpkins (*From Seed to Pumpkin)*, select from a field of choices the points the author makes about pumpkins (e.g., Pumpkins grow from seeds.).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. With guidance and support during shared reading of a text about the weather (*What's the Weather Today?*), identify points the author makes about weather from an array of choices. **Level II AA Students will:** **EERI.K.8.** With guidance and support, recognize when a point the author makes in an informational text is read. Ex. With guidance and support during shared reading of a text about pumpkins (e.g., *From Pumpkin to Seed)* and the direction to listen to find out what the author says about the color of pumpkins, signal to indicate when the point is read aloud. Ex. With guidance and support during shared reading of a teacher-made text about a classroom routine and the direction to listen to figure out what the author says to do first, stop the reader when the appropriate part is read. **Level I AA Students will:** **EERI.K.8.** With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of an informational text. Ex. With guidance and support during shared reading of an informational text, interact with objects that represent the information in the text. Ex. With guidance and support during shared reading, explore the tactual information on the page of an adapted book. Ex. With guidance and support during shared reading, visually explore the illustrations in a text.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**EERI.K.9.** With guidance and support, match similar parts of two texts on the same topic.	**Level IV AA Students will:** **EERI.K.9.** Match similar parts of two texts on the same topic. Ex. Given similar parts from two texts, identify the parts that are the same (e.g., both about dogs). Ex. Given two texts about farm animals, match the two parts that discuss pigs. Ex. Match the parts of two teacher-made books showing kids engaged in the same activity (e.g., getting on the bus, getting messy, cooking, eating, playing). **Level III AA Students will:** **EERI.K.9.** With guidance and support, match similar parts of two texts on the same topic. Ex. With guidance and support, select from a field of choices two illustrations from different texts that show the same object. Ex. With guidance and support, match food items on one week's lunch menu with similar items on the next week's menu. **Level II AA Students will:** **EERI.K.9.** With guidance and support, identify *same* pictures/objects from an informational text. Ex. With guidance and support, match two illustrations from an informational text that show the same object. Ex. With guidance and support, match pictures of food items from the lunch menu. **Level I AA Students will:** **EERI.K.9.** With guidance and support, communicate an understanding that items can be the same when presented with two like objects or pictures.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate understanding that two pictures match. Ex. With guidance and support, indicate a second picture of self, given one picture of self.
Range of Reading and Level of Text Complexity. **RI.K.10.** Actively engage in group reading activities with purpose and understanding.	**EERI.K.10.** **This Literature Essential Element references all elements above.	

Kindergarten English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Print Concepts. **RF.K.1.** Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page.	**EERF.K.1.** With guidance and support, demonstrate an emerging understanding of the organization and basic features of print. a. With guidance and support during shared reading, turn pages one page at a time from beginning to end.	**Level IV AA Students will:** **EERF.K.1.a.** Turn pages appropriately while listening to someone read. Ex. When someone is reading, wait for the reading to be finished before turning the page. **Level III AA Students will:** **EERF.K.1.a.** With guidance and support during shared reading, turn pages one page at a time from beginning to end. Ex. During shared reading, turn the page when the reader stops and gestures to guide the student to turn the page. Ex. Listen to books on tape that have an audible tone to indicate when the page should be turned. **Level II AA Students will:** **EERF.K.1.a.** With guidance and support, recognize that books are read one page at a time. Ex. With guidance and support while listening to a book on tape, turn the page after an audible beep. Ex. With guidance and support during shared reading, turn page after the teacher separates the page. **Level I AA Students will:** **EERF.K.1.a.** With guidance and support, turn pages in a book. Ex. With guidance and support while reading a book on the computer, turn pages by clicking the mouse or a switch. Ex. With guidance and support during shared reading, turn pages but not necessarily front to back or one at a time.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
b. Recognize that spoken words are represented in written language by specific sequences of letters.	**EERF.K.1.b.** N/A	
c. Understand that words are separated by spaces in print.	**EERF.K.1.c.** N/A	
d. Recognize and name all upper- and lowercase letters of the alphabet.	**EERF.K.1.d.** With guidance and support, recognize first letter of own name in print.	**Level IV AA Students will:** **EERF.K.1.d.** Recognize first letter of own name in print. Ex. Point to own name on the *Who's at School* chart and says the name of the first letter during morning group. Ex. Say the name of the first letter of own name (e.g., During a shared writing activity, the teacher writes the student's name and the student says the name of the first letter.). **Level III AA Students will:** **EERF.K.1.d.** With guidance and support, recognize first letter of own name in print. Ex. With guidance and support during morning group, point to own name on the *Who's at School* chart and say the name of the first letter. Ex. With guidance and support, say the first letter of own name during a shared writing activity (e.g., During a shared writing activity, the teacher writes the student's name and the student says the name of the first letter.). Ex. With guidance and support, say the name of the first letter of own name posted in the room (e.g., With guidance and support from an adult who points to the name posted on a bulletin board, in a cubby, and other

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		locations in the classroom, the student says the name of the first letter. **Level II AA Students will:** **EERF.K.1.d.** With guidance and support, recognize one letter at a time in print. Ex. Point to letters on the bulletin board and other locations in the classroom when asked, "Where do you see letters?" Ex. With guidance and support, say the name of a letter from any word posted in the room (e.g., When an adult points out and names letters, words, and pictures on bulletin boards in the classroom and throughout the school, the student says any letter name when the adults points at letters). **Level I AA Students will:** **EERF.K.1.d.** With guidance and support, explore letters in a variety of forms (e.g., keyboards, letter stamps, and magnetic letters). Ex. With guidance and support from an adult who labels the letters and says words that start with the letter-sound, explore magnet letters on a cookie sheet. Ex. With guidance and support from an adult who labels the letters and says words that start with the letter-sound, use a switch to select letters from an onscreen keyboard and listen as they are typed in a talking word processor. Ex. With guidance and support, use alphabet software that is accessed by selecting letters on a keyboard.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Phonological Awareness. **RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	**EERF.K.2.** With guidance and support, demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes). a. With guidance and support, recognize rhyming words.	**Level IV AA Students will:** **EERF.K.2.a.** Recognize rhyming words. Ex. After listening to *The Cat in the Hat*, says "hat" when asked to say another word that ends like/sounds like "cat". Ex. Given an array of pictures or objects, identify the one that represents a word that rhymes with a familiar word. **Level III AA Students will:** **EERF.K.2.a.** With guidance and support, recognize rhyming words. Ex. Select a word from a choice of two that completes the rhyming pattern in a familiar, predictable book. Ex. Play a memory game by matching rhyming picture cards. **Level II AA Students will:** **EERF.K.2.a.** With guidance and support, provide a rhyming word to complete a repeated line in a familiar text. Ex. With guidance and support, provide a rhyming word that completes a repeated line in a familiar text such as, "I do not like green eggs and ham. I do not like them, Sam I ____."). Ex. With guidance and support, select a picture that represents a rhyming word that completes the repeated line in a class-made book. **Level I AA Students will:** **EERF.K.2.a.** With guidance and support during shared reading, provide a repeated line in a familiar, rhyming text. Ex. With guidance and support, use a single message voice output device to provide a repeated line.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
b. Count, pronounce, blend, and segment syllables in spoken words.	**EERF.K.2.b.** With guidance and support, recognize the number of words in a spoken message.	**Level IV AA Students will:** **EERF.K.2.b.** Indicate the number of words in a spoken message. Ex. Clap one time for each word as it is spoken in a complete message. Ex. Indicate the numeral that represents the number of words in a spoken message. **Level III AA Students will:** **EERF.K.2.b.** With guidance and support, recognize the number of words in a spoken message. Ex. Clap once for each word in a message spoken by an adult with exaggerated pauses between words. Ex. Clap once for each word in a written message that an adult reads while pointing in an exaggerated way to each word. **Level II AA Students will:** **EERF.K.2.b.** With guidance and support, recognize the number of words in a short spoken message presented with exaggerated pauses. Ex. With guidance and support, clap once for each word in a message spoken by an adult who claps once for each word and then pauses to wait for the student to clap before moving on. **Level I AA Students will:** **EERF.K.2.b.** With guidance and support, participate in clapping along with stories, songs, and poems. Ex. Clap during a group clapping activity (e.g., While the class sings the morning welcome song and peers clap once for each word, the student randomly claps along.).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Tap along with the group (e.g., While the teacher reads a short poem, peers clap once for each word and the student taps along on his wheelchair tray.).
c. Blend and segment onsets and rimes [*sic*] of single-syllable spoken words.	**EERF.K.2.c.** With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.	**Level IV AA Students will:** **EERF.K.2.c.** Identify a word that starts with the same sound as a familiar word. Ex. Identify, from an array, a picture that represents a word that starts with the same sound as a target, familiar word. Ex. Play a memory game with picture cards and words having the same beginning sound (e.g., The student matches picture cards that represent the same beginning sound. The teacher verbally identifies the picture cards and then will have the student repeat the words such as *bear* and *bat.*). Ex. Given two target words that begin with different sounds, sort a mix of familiar picture cards to the corresponding beginning sound. **Level III AA Students will:** **EERF.K.2.c.** With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word. Ex. With guidance and support during shared reading of a book with alliteration (e.g., Gotta Go! Gotta Go!), identify the word that begins with the same sound as a familiar word highlighted by the teacher. Ex. With guidance and support in completing a picture-based sorting activity on an interactive whiteboard, identify the pictures that represent words that start with the same onset as the target word. **Level II AA Students will:** **EERF.K.2.c.** With guidance and support, recognize two letter-sounds that

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		are the same. Ex. Recognize if two beginning sounds are the same or different when the teacher isolates the first sound of a target word and a second word. Ex. With guidance and support completing an activity on an interactive whiteboard, recognize two sounds that are the same. **Level I AA Students will:** **EERF.K.2.c.** With guidance and support, participate in shared reading and singing of stories, songs, tongue twisters, and poems with alliteration. Ex. With guidance and support, use a sequenced message communication device to recite a poem that has alliteration with peers. Ex. With guidance and support, fill in the last word of a familiar song being sung by peers.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.)	**EERF.K.2.d.** N/A	

[1] Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**EERF.K.2.e.** N/A	
Phonics and Word Recognition. **RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	**EERF.K.3.** With guidance and support, apply letter name and letter-sound knowledge when decoding words during shared activities. a. With guidance and support, recognize sound of first letter in own name.	**Level IV AA Students will:** **EERF.K.3.a.** Recognize sound that begins own name. Ex. Say /p/ when asked what sound is at the beginning of Patrick. Ex. Identify other students in the classroom with names that starts like own name. **Level III AA Students will:** **EERF.K.3.a.** With guidance and support, recognize sound of first letter in own name. Ex. Recognize first sound of own name (e.g., When lining up students to leave the classroom, teacher calls the students by saying, "Line up if your name begins with /letter/ sound." and the students recognize the sound for their own name). Ex. Indicate self when first sound of own name is made (e.g., During shared writing, the teacher stops to stretch out the sounds in a word and asks, "Whose name starts like <sound>?" The student replies by indicating self.). **Level II AA Students will:** **EERF.K.3.a.** Recognize own name across contexts. Ex. Answer when called on by name. Ex. During shared reading of a class book, the student recognizes own name when the teacher reads it.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERF.K.3.a.** With guidance and support, recognize own name when called in a familiar routine. Ex. With guidance and support during morning meeting, recognize own name when the teacher calls attendance.
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	**EERF.K.3.b.** N/A	
c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).	**EERF.K.3.c.** With guidance and support, recognize common signs and/or symbols in the environment.	**Level IV AA Students will:** **EERF.K.3.c.** Recognizes common signs and/or symbols in the environment. Ex. Recognize exit signs above the exit doors around the school. Ex. Recognize the symbol for the boys/girls bathroom door. **Level III AA Students will:** **EERF.K.3.c.** With guidance and support, recognize common signs and/or symbols in the environment. Ex. When shown an exit sign at one end of the hallway, find the exit sign at the other end. Ex. When symbols are used regularly to support a visual schedule, identify one or more of the symbols. **Level II AA Students will:** **EERF.K.3.c.** With guidance and support, use familiar symbols in simple communication exchanges. Ex. With guidance and support, hand the teacher a symbol to communicate a choice during center time.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. With modeling from the teacher or peers, place a symbol reflecting home next to the name of a peer who is out sick. **Level I AA Students will:** **EERF.K.3.c.** With guidance and support, interact with or explore symbols and objects in the environment. Ex. Look at symbols when directed (e.g., When the teacher stops to point out a sign on the wall for the girls' room, the student follows the teacher's point and looks at the symbol.). Ex. Explore objects when introduced (e.g., When the teacher is introducing objects that are being added to a classroom learning center, the student explores the objects.).
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**EERF.K.3.d.** N/A	
Fluency. **RF.K.4.** Read emergent-reader texts with purpose and understanding.	**EERF.K.4.** Engage in independent exploration of books.	**Level IV AA Students will:** **EERF.K.4.** Engages in independent exploration of books: holding books in the correct orientation, turning pages, and studying individual pages. Ex. During independent reading time, engage independently in sustained silent study of books by reading through one book after another in his basket. Ex. While browsing books in the media center, select a book, hold it with the correct orientation, and turn through several pages. Ex. Given access to a collection of switch-accessible books on the computer, select a book, use the switch appropriate to turn the page, and wait for the narrator to finish reading before hitting the switch again.

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		Level III AA Students will: **EERF.K.4.** Engage in independent exploration of books. Ex. Select a book, open it, and silently study one or more pages. Ex. While browsing books in the media center, select a book and explore it independently, turning a few pages at a time. **Level II AA Students will:** **EERF.K.4.** Engage in directed exploration of books. Ex. With guidance and assistance, examine a book selected by an adult because the topic is one known to be of interest to the student. Ex. Working with a reading partner, look at pages in the book, pointing and interacting about pictures in the book. **Level I AA Students will:** **EERF.K.4.** With guidance and support, explore books. Ex. With guidance and support, explore pictures in a book (e.g., Working with an adult who provides encouragement and seeks pictures likely to be of interest to the student, the student visually explores one or more pictures in a book). Ex. With guidance and support, explore pages in an electronic book (e.g., Working with a peer who directs the student's attention and encourages switch use, the student uses a switch to step through pages in an electronic storybook.).

Kindergarten English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Text Types and Purposes. **W.K.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).	**EEW.K.1.** With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it.	**Level IV AA Students will:** **EEW.K.1.** Given a topic or book, and use drawing, dictating, or writing to state an opinion about it. Ex. During shared writing activities, select a book from a collection offered by the teacher and express an opinion about the topic through drawing, dictating, writing, assistive technology, or other means of written expression. Ex. Given the directions to write about a favorite book, select a book from the classroom library and type letters on an alternate keyboard to write about it. Ex. During independent writing, select a familiar book from a selection of three offered by the teacher and write letters to express an opinion about it. Ex. Given the direction to write about their birthday, the student will draw a picture of what he or she wants for their birthday. **Level III AA Students will:** **EEW.K.1.** With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it. Ex. Draw a picture that expresses an opinion about a book (e.g., During shared writing, the teacher presents the student with a choice of three books read that week and asks the student, "Pick a book that makes you happy." After the student selects a book, the student draws a picture of happy.). Ex. Select a favorite book to complete a statement about "My favorite book is . . . ." (e.g., During shared writing, the teacher shows students a chart with a repeated line "My favorite book is . . . ." and presents the student with two or more books to choose a favorite. After selecting a

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		favorite, the teacher points to the title of the book and writes it on the chart.). **Level II AA Students will:** **EEW.K.1.** With guidance and support, draw, dictate, or write about a self-selected topic or book given two choices. Ex. Select letters on a keyboard and visually attend and/or listen as each letter appears on the computer monitor. Ex. Use a pencil to draw and then make a different type of mark when asked to "write your name." Ex. Use a multiple message voice output device preprogrammed with the student's favorites to dictate favorite things for an adult to write. Ex. Use two switches (one says, "Tell me the next letter." and the second says, "Write that one.") with partner-assisted step scanning (e.g., A partner points to and says the name of one letter at a time on an alphabet chart each time the child says, "Tell me the next letter.") to direct the teacher to write down letters (e.g., When the child says, "Write that one."). Ex. During shared writing activities, express an opinion about a topic when given two choices (e.g., smiley face/frowning face, hot/cold, red/blue) through drawing, dictating, writing, assistive technology, or other means of expression. Ex. Draw, write, or dictate about a family pet, vacation, or holiday tradition. **Level II AA Students will:** **EEW.K.1.** With guidance and support, explore tools for drawing, writing, and self-expression. Ex. When presented with familiar picture of interest and asked to write

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		what he or she likes about it, touch, bang on, or otherwise interact with a computer keyboard when it is presented. Ex. When presented with a familiar picture of interest and asked to write what he or she likes about it, makes marks on a paper with a crayon when it is presented.
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**EEW.K.2.** With guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic.	**Level IV AA Students will:** **EEW.K.2.** Select a topic and use drawing, dictating, or writing to share information about it. Ex. Select or communicate a topic and use drawing, dictating, writing, assistive technology, or other means of expression to convey a feeling, thought, idea, or need relative to the topic. Ex. Select "my birthday" as a topic and draw a picture of something they want to receive for their birthday. Ex. After choosing to write about self, use drawing, dictating, writing, assistive technology, or other means of expression to state a fact about themselves. **Level III AA Students will:** **EEW.K.2.** With guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic. Ex. After choosing to write about self, looking at a picture of himself, and talking with a teacher about his features (hair, face, hands) and clothes, use drawing, dictating, writing, assistive technology, or other means of expression to state information about himself. Ex. After selecting a picture of himself, looking at it, and interacting with a teacher using a multiple message voice output device with body part labels (the teacher is modeling the device and talking about the messages), use the device to dictate a list of his body parts.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. In structured shared writing during which the teacher uses a repeated sentence frame to guide students in creating a predictable chart with a repeated line (e.g., *I like____)*, select a topic (e.g., hot dogs) and dictate a response (e.g., "hotdogs") for the teacher to add to the chart. **Level II AA Students will:** **EEW.K.2.** With guidance and support, select a topic for use in shared writing. Ex. During a shared writing activity, when the teacher presents two symbols or objects that could be used to complete a sentence, select one. Ex. During journaling time, when the teacher presents three photos of familiar activities or experiences, select one as the topic, then use a(n adapted) keyboard to type letters in a title space and type additional letters on the page, with which the teacher will, afterward, type, point to, and read aloud a short conventional title and three-word sample informational sentence. **Level AA Students will:** **EEW.K.2.** With guidance and support, interact with objects and artifacts and produce emergent writings related to the topics that other students are writing about. Ex. During a shared writing activity, interact with objects while a peer shares his/her writing and then with objects removed, observe as a peer reads and points to his/her writing a second time (e.g., A peer shares his writing which includes a picture of a dinosaur and some beginning writing. The peer also shares some toy dinosaurs from a classroom collection and the student interacts with the toy dinosaurs. The toys are removed and the peer points to the picture of the dinosaur and then points to his writing as he reads it aloud a final time.).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. During a shared writing activity, explore objects that peers are writing about (e.g., Peers are writing about leaves they collected on a walk outside. The student uses available senses to explore his/her own leaves.), and then use (adapted) writing tools and paper or a whiteboard to engage in emergent writing behaviors.
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**EEW.K.3.** With guidance and support, select an event and use drawing, dictating, or writing to narrate information about it.	**Level IV AA Students will:** **EEW.K.3.** Select an event and use drawing, dictating, or writing to narrate information about it. Narrate a single event. Ex. Draw a picture of a class field trip. Ex. Use a multiple message voice output device to dictate information about an experience during a learning center (e.g., big, bubble, pop, blow, more). **Level III AA Students will:** **EEW.K.3.** With guidance and support, select an event and use drawing, dictating, or writing to narrate information about it. Ex. When given an array of photos from a class field trip, select one of the pictures, spend time talking about the event depicted in the picture with an adult or peer, and then label it verbally while the teacher writes the labels. Ex. Working with a teacher who is modeling how to select messages on a multiple message voice output device, select messages to dictate information about an experience during a learning center (e.g., make, big, house, kick, over, all done). **Level II AA Students will:** **EEW.K.3.** With guidance and support, select an event to write about during shared writing.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Given three choices of events to write about, select one and then participate in shared writing about it. Ex. Given an array of photos depicting personal events, select a photo that the teacher uses as the topic for shared writing. **Level I AA Students will:** **EEW.K.3.** With guidance and support, choose a comment about an event or experience for an adult or peer to write down. Ex. Given a preprogrammed voice output communication device and encouragement to "tell us about the trip," activate the device to say, "I had fun," which the teacher will write down and then, while pointing word by word, read aloud. Ex. Shown symbols of *good* and *great*, select one of the two symbols to comment on an experience the teachers know the child enjoyed, and then select from an array of symbols with accompanying descriptive words ideas that accompany that judgment (e.g., *hot*, *tired*, *thirsty*, *sleepy* if they select *bad*).
Production and Distribution of Writing. **W.K.4.** (Begins in grade 3)	**EEW.K.4.** (Begins in grade 3)	
W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	**EEW.K.5.** (Begins in grade 1)	

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	**EEW.K.6.** With guidance and support from adults, explore a variety of digital tools to produce writing.	**Level IV AA Students will:** **EEW.K.6.** Explore a variety of digital tools to produce writing that is published. Ex. Explore word prediction software to generate words to compose text and print the resulting product. Ex. Type letters, words, and spaces on a keyboard with vowels marked and read into a talking word processor to hear letter names and words pronounced. Ex. Draw pictures and type letters and words about the picture on an interactive whiteboard and then print the final product. **Level III AA Students will:** **EEW.K.6.** With guidance and support from adults, explore a variety of digital tools to produce writing that is published. Ex. Working with an adult who models the use of the touchscreen on a computer or tablet device, touch the screen to select letters or words, and then upload the final product to an Internet-based, class publishing environment. Ex. Working with peers who model how to use drawing or painting software, use a variety of digital drawing and painting tools to produce writing, which is then printed and incorporated into a class book. **Level II AA Students will:** **EEW.K.6.** With guidance and support, explore a variety of digital tools and print products. Ex. Working with an adult who models the use of the touchscreen on a computer or tablet device, touch and visually attend to the screen then interact with the printed product. Ex. Working with peers who model how to use drawing or painting

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		software, use a variety of digital drawing and painting tools to make marks. Ex. Explore word banks and an alphabet in multimedia writing software to produce a text, which is uploaded by the teacher to the class Internet-based publishing environment. **Level I AA Students will:** **EEW.K.6.** With guidance and support, explore various means of accessing digital tools, and print, save, and display the product in the class or on the Internet. Ex. Activate a switch to scan through the letters of the alphabet and have the product printed and saved in their writing folder. Ex. Touch, bang, or swipe over the surface of an alternative keyboard so the product can be printed and hung on the class writing bulletin board. Ex. Touch a touchscreen on a computer or tablet device so the product can be uploaded to the class Internet-based publishing environment.
Research to Build and Present Knowledge. **W.K.7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	**EEW.K.7.** With guidance and support, participate in shared research and writing projects.	**Level IV AA Students will:** **EEW.K.7.** Participate in shared research and writing projects. Ex. Select a book on a topic related to a shared research project and identify pictures that relate to the topic being researched (e.g., "What will we see at the zoo?," reference a "zoo" book to respond). Ex. Select a research topic, invite a peer to join in the research, gather three books on the selected topic from the library, read them together, and write 1-2 ideas learned. Ex. Select the topic of the research project and choose words or ideas to include.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level III AA Students will: **EEW.K.7.** With guidance and support, participate in shared research and writing projects. Ex. Given a book on a topic related to a shared reading project and guidance in finding a page with pictures related to the research topic, identify pictures that relate to the shared research and writing project. Ex. Given a pre-made software set-up with banks of words and pictures related to a shared research and writing project, select words and pictures to contribute to the shared product. Ex. Select the topic of the research project and choose words or ideas to include from picture and word banks. Ex. Read and listen with a peer to talking books selected by the teacher in a digital reading environment and with a keyboard with alphabet and whole word access, type letters, words, or sentences about what they learn. Ex. Type letters as they are dictated by a peer and then dictate known letters to a peer to type in order to add content to a shared writing project. **Level II AA Students will:** **EEW.K.7.** With guidance and support, participate in selecting pictures and words to contribute to shared research and writing projects. Ex. With guidance and support from the teacher, select from a bank of words and pictures on an interactive whiteboard to contribute to writing a shared research project. Ex. With guidance and support from the teacher who has selected a website with words and pictures about the research project, point to pictures and words to contribute to writing the shared research project.

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		Level I Students will: **EEW.K.7.** With prompts and support, explore pictures, words, or objects related to a shared research project. Ex. Given a multimedia presentation of words and pictures related to a shared research project, use a switch to advance through the pictures looking and/or listening to the words and pictures, and select one which a peer, aide, or teacher will write in the shared research project. Ex. Use a touchscreen to scroll through pictures related to the topic of a shared research project, and select one which a peer, aide, or teacher will write in the shared research project. Ex. Explore a bin full of objects and artifacts related to a shared research project, and select one which a peer, aide, or teacher will write in the shared research project.
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**EEW.K.8.** With guidance and support from adults, identify information, objects, or events that relate to personal experiences.	**Level IV AA Students will:** **EEW.K.8.** Identify information, objects, or events that relate to personal experiences. Ex. During a shared writing activity that requires students to identify the leaf they found and describe it to complete a sentence, the student selects a red leaf from an assortment of leaves and uses their communication symbols to indicate "I found red" as the teacher writes, *I found a red leaf.* Ex. During a shared writing activity, identify an event they participated in over the summer from choices and share information (e.g., swim) and the teacher writes it (e.g., *I swim*). Ex. During a shared writing activity that involves completing a page for a class-made book, select a picture of ice cream from a variety of pictures to illustrate her own page that says *I like to eat ice cream.*

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		Level III AA Students will: **EEW.K.8.** With guidance and support from adults, identify information, objects, or events that relate to personal experiences. Ex. With guidance and support, select an object to include in a shared writing activity (e.g., During a shared writing activity that requires students to identify one thing they do at home to complete a sentence, *At home, I like to play* _____, select a toy from an array of objects gathered by the teacher). Ex. With guidance and support, select a picture to include in a shared writing activity (e.g., During a shared writing activity that involves completing a page for a class-made book, select a picture from an array of pictures of ice cream to illustrate her own page that says *I like to eat ice cream).* **Level II AA Students will:** **EEW.K.8.** With guidance and support from adults during shared writing activities, select personal objects from an array of choices to be included in a text. Ex. With guidance and support, select a color to fill in a blank in a sentence during a shared writing activity (e.g., select a color from a selection to fill in the blank in this sentence: *I have a red backpack*). Ex. With guidance and support, put own name onto a project during a shared writing activity (e.g., select his art project from the rack and then attempt to write his name on it following a teacher model if needed). Ex. Use a picture/label schedule to identify the next activity of the day. **Level I AA Students will:** **EEW.K.8.** With guidance and support from adults during shared writing activities, interact with familiar objects that are being offered as choices in

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		a text. Ex. During a shared writing activity that requires children to identify the leaf they found and describe it to complete a sentence, interact with an assortment of leaves collected by the class to have their sentence and leaf (e.g., I like this leaf) added to a multimedia product. Ex. During snack time, use a menu with two pictured and written choices to select a desired snack.
W.K.9. (Begins in grade 4)	**EEW.K.9.** (Begins in grade 4)	
Range of Writing. **W.K.10**. (Begins in grade 3)	**EEW.K.10.** (Begins in grade 3)	

Kindergarten English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Comprehension and Collaboration. **SL.K.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	**EESL.K.1.** Participate in communication exchanges with diverse partners. a. Communicate directly with peers.	**Level IV AA Students will:** **EESL.K.1.a**. Participate in multiple-turn communication exchanges with peers. Ex. Listen when peers speak and speak when recognized or addressed by peers. **Level III AA Students will:** **EESL.K.1.a.** Communicate directly with peers. Ex. Communicate directly with a peer when addressed. Ex. Greet your neighbor. Ex. Tell a peer what his or her favorite animal is when asked. **Level II AA Students will:** **EESL.K.1.a.** With guidance and support from an adult, participate in communication exchanges with peers. Ex. Ask what a peer brought for lunch as instructed by the teacher (e.g., The teacher instructs the student to ask classmates if they are buying a school lunch today). Ex. Respond to a peer's question about a favorite animal as instructed by the teacher. **Level I AA Students will:** **EESL.K.1.a.** With guidance and support of an adult, share information with a peer. Ex. Repeat information stated by the teacher to a peer (e.g., Teacher says, "We went to lunch. Jim, tell Perry where we went." Students respond, "lunch.").

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
b. Continue a conversation through multiple exchanges.	**EESL.K.1.b.** Participate in multiple-turn communication exchanges with adults.	**Level IV AA Students will:** **EESL.K.1.b**. Initiate or sustain multiple-turn communication exchanges with adults. Ex. Indicate desire to participate by raising hand (or other gesture), activating a switch, using a communication device, and then participates in ensuing multiple-turn exchange. **Level III AA Students will:** **EESL.K.1.b.** Participate in multiple-turn communication exchanges with adults. Ex. Listen when the teacher speaks and communicate responses when addressed by the teacher. **Level II AA Students will:** **EESL.K.1.b.** Communicate directly with an adult. Ex. Answer a Yes/No question from an adult. Ex. Make a choice when presented with two or more options. Ex. Initiate a greeting when the teacher enters the room. **Level I AA Students will:** **EESL.K.1.b.** With guidance and support, communicate directly with an adult. Ex. Gestures, vocalizations, or make eye contact with an adult to communicate a reaction or need. Ex. Call an adult's name to gain his/her attention. Ex. Respond to greetings and farewells initiated by an adult.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	**EESL.K.2.** Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.	**Level IV AA Students will:** **EESL.K.2.** Confirm understanding of a familiar text read aloud. Ex. Answer questions about details presented in a story read aloud to them. **Level III AA Students will:** **EESL.K.2.** Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions. Ex. Answer yes/no questions about details presented in a story read aloud to them. Ex. Answer a question about a detail presented in a story read aloud to them (through gestures, vocalizations, eye contact or gaze). Ex. After lunch menu is read, the student answers question about what the lunch will be for the day. **Level II AA Students will:** **EESL.K.2.** With guidance and support, demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions. Ex. After listening to a weather report, answer questions about the day's weather by selecting from two symbols. Ex. After listening to a story, choose symbols (e.g., yes, no, maybe) in response to the question "Did you like the story?" **Level I AA Students will:** **EESL.K.2.** Attend to a familiar text read aloud or information presented orally or through other media.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Watch a segment of *Planet Earth* during a science lesson. Ex. Attend to speaker at school assembly.
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**EESL.K.3.** Ask for help when needed.	**Level IV AA Students will:** **EESL.K.3.** Ask for help when needed and if more information is necessary for clarification, ask additional questions. Ex. Indicate yes/no when asked, "Do you understand?" or "Do you have any questions?" and ask an additional question by raising hand or hitting switch again. **Level III AA Students will:** **EESL.K.3.** Ask for help when needed. Ex. Indicate need for help by raising hand, hitting switch, etc. Ex. Indicate yes/no when asked, "Do you understand?" or "Do you have any questions?" Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc. Ex. Using voice or a multiple message communication system, ask a question for clarification or more information (e.g., "Why?," "What's that?," "Who did that?," "Where is it?"). **Level II AA Students will:** **EESL.K.3.** With guidance and support, ask for help when needed. Ex. Indicates yes/no when asked, "Do you need help?" Ex. When prompted, uses appropriate gestures, eye contact or gaze, vocalizations, etc. to ask for help. **Level I AA Students will:** **EESL.K.3.** Indicate distress.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Cry, gesture, or vocalize to indicate distress. Ex. Activate an audio "Help" switch.
Presentation of Knowledge and Ideas. **SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**EESL.K.4.** With guidance and support, identify familiar people, places, things, and events.	**Level IV AA Students will:** **EESL.K.4.** Identify familiar people, places, things, and events. Ex. Call familiar people from school by name (e.g., Mrs. Bell [teacher], Tom [friend]). Ex. Call familiar places in the school by name (e.g., class, desk, hall, bathroom). **Level III AA Students will:** **EESL.K.4.** With guidance and support, identify familiar people, places, things, and events. Ex. Identify a specific person by pointing or naming when asked (e.g., "Who is your teacher?"). Ex. Identify the name of objects from choices (e.g., "Is this a pencil or a crayon?"). Ex. Name activity or point to correct icon on schedule when asked, "What's next?" **Level II AA Students will:** **EESL.K.4.** With guidance and support, respond to familiar people and things. Ex. Respond to familiar people when they are in front of the student (e.g., "Billie, look at this teacher."). Ex. Respond to familiar objects when placed in front of the student (e.g., "Tom, where is your book?").

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EESL.K.4.** With guidance and support, attend to familiar people and things. Ex. With guidance and support, look at or face person speaking to them. Ex. With guidance and support, locate own cubby/schedule.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	**EESL.K.5.** With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.	**Level IV AA Students will:** **EESL.K.5.** Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. Ex. Identify drawings or other visual or tactual displays that relate to familiar people, places, things, and events. Ex. Identify familiar people through gestures, eye contact or gaze, vocalizations, etc. **Level III AA Students will:** **EESL.K.5.** With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. Ex. Given a topic, such as birthday, add a drawing or picture to provide additional detail. Ex. With guidance and support, identify drawings or other visual or tactual displays that relate to familiar people, places, things, and events. Ex. With guidance and support, identify familiar people through gestures, eye contact or gaze, vocalizations, etc. Ex. With guidance and support, identify a photo, drawing, or object about a classroom event. **Level II AA Students will:** **EESL.K.5.** With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		events given an array of objects to choose from. Ex. With guidance and support, attend to familiar people through gestures, eye contact or gaze, vocalizations, etc. Ex. Given the topic of "kitchen" and four household objects, select the kitchen utensil (e.g., not hairbrush, light bulb, or shoe). Ex. With guidance and support, select a photo, drawing, or object that relates to a classroom event. Ex. Given four objects, select the object that represents a familiar person, place, thing or event. Ex. After hearing the teacher talk about today's weather, place correct weather picture on a weather graph. Ex. Given a topic, such as farm, the student will identify which of the two pictures relates to a farm. **Level I AA Students will:** **EESL.K.5.** With guidance and support, attend to objects placed before them. Ex. Vocalize, gesture, or eye gaze to indicate attention to an object related to a specific topic. Ex. Reach for an object that is related to an activity when placed in front of them.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	**EESL.K.6.** With guidance and support, communicate thoughts, feelings, and ideas.	**Level IV AA Students will:** **EESL.K.6.** Communicate thoughts, feelings, and ideas. Ex. Express emotions (through gestures, vocalizations, picture cards, etc.) after a shared reading activity. Ex. After hearing a story, answer whether a character feels happy or sad.

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		Level III AA Students will: **EESL.K.6.** With guidance and support, communicate thoughts, feelings, and ideas. Ex. Answers when asked for thoughts or feelings, "What do you think about the story?," responds "good," etc. Ex. Uses a communication system or device to express a personal feeling, opinion, and/or comment. **Level II AA Students will:** **EESL.K.6.** With guidance and support, communicate feeling. Ex. Use happy/sad/mad face to indicate reaction to an event or activity. Ex. Use meaningful but not necessarily conventional vocalizations or gestures to express personal feeling (e.g., the student produces a high-pitched squeal to indicate approval). **Level I AA Students will:** **EESL.K.6.** Communicates likes and dislikes. Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate preference (e.g., for an activity, individual, etc.).

Kindergarten English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Conventions of Standard English. **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.	**EEL.K.1.** Demonstrate emerging understandings of English grammar and word usage when communicating. a. With guidance and support, distinguish between letters and other symbols or shapes.	**Level IV AA Students will:** **EEL.K.1.a.** Demonstrate understanding of letters. Ex. Recognizes own name in print. Ex. Recognizes letters when asked to point to a letter while reading a familiar story. **Level III AA Students will:** **EEL.K.1.a.** With guidance and support, distinguish between letters and other symbols or shapes. Ex. Points to a display of letters in the classroom when asked to show me the letters (e.g., alphabet on wall, letter blocks, and letter pictures made by students). Ex. Points to text when asked to show me the words to read in a book. Ex. Given a mix of cards with letters and other symbols or shapes printed on them, sort cards into two categories – letters and non-letters. **Level II AA Students will:** **EEL.K.1.a.** With guidance and support, demonstrate awareness that letters and words are connected to environmental icons. Ex. Identifies words used in familiar icons (e.g., point to “girls” or “boys” on the bathroom door). Ex. Point to “stop” on the crosswalk sign. **Level I AA Students will:** **EEL.K.1.a.** With guidance and support, communicate awareness that objects, pictures, and signs can represent words and ideas.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. When instructor forms the sign for "bus" in the student's hands or with their own hands, indicate awareness by looking toward the door or their backpack.
b. Use frequently occurring nouns and verbs.	**EEL.K.1.b.** With guidance and support, identify objects or other symbols that represent familiar nouns.	**Level IV AA Students will:** **EEL.K.1.b.** Demonstrate the meaning of familiar words that indicate objects and actions. Ex. When given a familiar word, demonstrate the action. Ex. When given a familiar word, indicate the object. Ex. Stand when asked. **Level III AA Students will:** **EEL.K.1.b.** With guidance and support, identify objects or other symbols that represent familiar nouns. Ex. Point to or name a family member, pet, or friend when shown a picture. Ex. Select a picture when given a name. **Level II AA Students will:** **EEL.K.1.b.** With guidance and support, identify familiar nouns. Ex. When given three choices of food, choose preferred item. Ex. Select a common object that is requested. **Level I AA Students will:** **EEL.K.1.b.** With guidance and support, responds to own name. Ex. Looks up when name is called. Ex. Turns toward a person who is saying their name.
c. Form regular plural nouns orally by adding	**EEL.K.1.c.** N/A	

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
/s/ or /es/ (e.g., *dog, dogs; wish, wishes*).		
d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).	**EEL.K.1.d.** With guidance and support, answer simple questions (e.g., *who, what*).	**Level IV AA Students will:** **EEL.K.1.d.** When asked a question beginning with *what*, *why*, or *who*, will reply with appropriate response. Ex. When shown a picture of a familiar person and asked "Who is in this picture?," will respond appropriately (by pointing to the person or naming the person). Ex. When shown a familiar object and asked "What is this?," will respond with the name of the object. Ex. When asked "Why are you smiling?," will respond appropriately (e.g., points to icon or says word, "happy"). **Level III AA Students will:** **EEL.K.1.d.** With guidance and support, answer simple questions (e.g., *who, what*). Ex. Where is the boy? Ex. What is for lunch? **Level II AA Students will:** **EEL.K.1.d.** With guidance and support, indicates preference when given choices. Ex. Chooses when asked, "Do you want this or that?" Ex. Indicates yes/no when asked a question (e.g., "Do you want milk?"). **Level I AA Students will:** **EEL.K.1.d.** With guidance and support, communicate likes and dislikes. Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		preference (e.g., for an activity or an individual). Ex. With guidance and support, uses gestures, sounds, or switch to indicate preferences. Expressions can be interpreted as yes or no.
e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).	**EEL.K.1.e.** With guidance and support, demonstrate understanding of common prepositions: *on, off, in, out*.	**Level IV AA Students will:** **EEL.K.1.e.** Follow directions that involve location requests. Ex. Follow direction to "Put the pencil on the paper." Ex. Follow direction to "Take the pencil off the paper." Ex. Respond appropriately when asked to "Look at the pencil that is under the paper." **Level III AA Students will:** **EEL.K.1.e.** With guidance and support, demonstrate understanding of common prepositions: *on, off, in, out*. Ex. With guidance and support, demonstrate location indicated by frequently occurring prepositions. Ex. With guidance and support, demonstrate *in* (e.g., Which picture shows the ball in the box?). Ex. With guidance and support, demonstrate *out* (e.g., Which picture shows the ball out of the box?). **Level II AA Students will:** **EEL.K.1.e.** With guidance and support, respond to directions related to location. Ex. With guidance and support, demonstrate *on* (e.g., Follow direction to "Put your hat on your head."). Ex. With guidance and support, demonstrate *in* (e.g., Follow direction to "Put your milk carton in the trash."). Ex. Lean forward to respond to directions to put on your hat (e.g., For

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		students who cannot physically put an item in or on a location, the student leans forward as teacher says "Let me put your hat on."). Ex. Look in direction of trash when asked to put something in the trash (e.g., For students who cannot physically put an item in or on a location, the student looks at trash when teacher says, "Let's put your milk carton in the trash."). **Level I AA Students will:** **EEL.K.1.e.** With guidance and support, communicates an understanding of a simple preposition (e.g., *off*). Ex. Communicate anticipation that their hat will be taken off by differential affect, vocalization, gaze, or movement after watching the teacher take off own hat.
f. Produce and expand complete sentences in shared language activities.	**EEL.K.1.f.** With guidance and support, link two or more words together in communication.	**Level IV AA Students will:** **EEL.K.1.f.** In language games supply missing word. Ex. While playing *Simon Says*, points to/says "nose" when given starting sentence, "Simon says, touch your . . . ." Ex. Supplies rhyming word in familiar poems (e.g., points to/says shoe when given "One, two, buckle your . . . .") **Level III AA Students will:** **EEL.K.1.f.** With guidance and support, link two or more words together in communication. Ex. Uses simple phrases in shared language activities (e.g., "my turn"). Ex. Imitate simple phrases in shared language activities (e.g., join in saying "Simon says . . . ." with the leader).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level II AA Students will: **EEL.K.1.f.** With guidance and support, participates in shared language activities when given directions. Ex. Responds to directions in shared language activities (e.g., look at this big book.) **Level I AA Students will:** **EEL.K.1.f.** With guidance and support, communicate a response to instructor communication. Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate a response to shared language. Ex. Orient to lesson. Ex. Focus on teacher and other students.
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	**EEL.K.2.** Demonstrate emerging understandings of writing. a-d. Demonstrate emerging understandings of writing.	**Level IV AA Students will:** **EEL.K.2.a-d.** Distinguish between writing and drawing. Ex. Signs on name using marks that are more like writing than those used to draw a picture. Ex. Points to own drawing and writing on a page. Ex. Selects letters on the keyboard when asked to write something. **Level III AA Students will:** **EEL.K.2.a-d.** Demonstrate emerging understandings of writing. Ex. When asked to write, selects an appropriate writing tool. Ex. Makes letter-like marks on a page that are produced left-to-right or top-to-bottom on a page. **Level II AA Students will:** **EEL.K.2.a-d.** With guidance and support, participates in emergent writing.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		Ex. With guidance and support, selects an appropriate writing tool when asked to write. Ex. With guidance and support, makes marks on the page or selects keys on the keyboard when asked to write. **Level I AA Students will:** **EEL.K.2.a-d.** With guidance and support, explore writing tools. Ex. Works with teacher to try system/device. Ex. Shows interest in system/device/writing tool by repeatedly activating a switch, banging on a keyboard, handling a marker, grabbing a crayon, etc.
Knowledge of Language. **L.K.3.** (Begins in grade 2)	**EEL.K.3.** (Begins in grade 2)	
Vocabulary Acquisition and Use. **L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).	**EEL.K.4.** Demonstrate an understanding of vocabulary based on reading and other content. a. Demonstrate an understanding of familiar words.	**Level IV AA Students will:** **EEL.K.4.a.** Respond to familiar words that have multiple meanings. Ex. Responds to familiar words that are the same word used for an object and an action (e.g., selects illustrations depicting *store the balls in the box* and *go to the store* appropriately). **Level III AA Students will:** **EEL.K.4.a.** Demonstrate an understanding of familiar words. Ex. Point to their name when the teacher says it. Ex. Say their name when shown it in writing. Ex. During a scavenger hunt activity, student finds items named by the teacher. **Level II AA Students will:** **EEL.K.4.a.** With guidance and support, demonstrate an understanding of

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		familiar words. Ex. Find an object when shown a picture and told the name of the object. Ex. Selects the picture that depicts an object that an adult has verbally labeled. Ex. Work with peers to find items read off a list by the adult during a scavenger hunt activity. **Level I AA Students will:** **EEL.K.4.a.** With guidance and support, responds to personally relevant, familiar words presented as a pictures, signs, or spoken words. Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate an understanding of vocabulary word (e.g., student gets excited when teacher says, "Look, Mom is here."). Ex. Smiles broadly when shown a picture symbol reflecting swimming and told, "Swimming. Today, we go swimming." when it is known that swimming is a favored activity.
b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	**EEL.K.4.b.** N/A	
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.	**EEL.K.5.** With guidance and support from adults, explore word relationships: a. With guidance and support, sort common	**Level IV AA Students will:** **EEL.K.5.a.** Sort common objects into familiar categories. Ex. Sort tableware to set the table (knives, forks, and spoons). Ex. Sort lunch foods into drinks, desserts, and main courses.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	objects into familiar categories.	**Level III AA Students will:** **EEL.K.5.a.** With guidance and support, sort common objects into familiar categories. Ex. Sort like objects into two categories (e.g., sort paper and pencils, shoes and socks). **Level II AA Students will:** **EEL.K.5.a.** With guidance and support, matches a common object with another common object that is not an exact match. Ex. Match one shoe with another shoe from a different pair. Ex. Match food item to food item. **Level I AA Students will:** **EEL.K.5.a.** With guidance and support, demonstrates an understanding of the concept of sameness by matching two objects that are an exact match. Ex. With guidance and support from a teacher who holds up one shoe and moves it next to the choices in the array, the student is able to touch the shoe that is the same. Ex. With guidance and support from the teacher who helps students identify the features of a familiar object, the student finds the same object from an array and puts the two together.
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	**EEL.K.5.b.** With guidance and support, demonstrate understanding of frequently occurring opposites.	**Level IV AA Students will:** **EEL.K.5.b.** Responds to opposites with appropriate actions. Ex. With guidance and support, demonstrates understanding of *stop* and *go*. Ex. With guidance and support, demonstrates understanding of *give* and *take*.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Indicates “more” or “no more” when asked whether to continue receiving something. **Level III AA Students will:** **EEL.K.5.b.** With guidance and support, demonstrates understanding of frequently occurring opposites. Ex. Indicates preferences by using opposites (e.g., “like” and “don’t like”). Ex. Indicates “want” and “don’t want” when given choices. Ex. Replies appropriately with “yes” and “no” when given choices. **Level II AA Students will:** **EEL.K.5.b.** With guidance and support, recognizes differences by finding the different object in a set of similar objects. Ex. Removes the ball from a pile of bats on the playground. Ex. Selects the milk carton from a group of juice bottles in the cafeteria. **Level I AA Students will:** **EEL.K.5.b.** With guidance and support, communicate an awareness of the concept of difference by attending to new object/stimuli longer than a known stimuli/object. Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate awareness that an object/stimuli is new or different.
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	**EEL.K.5.c.** With guidance and support, use words to communicate in real-life situations.	**Level IV AA Students will:** **EEL.K.5.c.** Identify real-life connections with words and use. Ex. Names a pencil (or other appropriate tool) for writing. Ex. Indicates mode of transportation when asked how they got to school. Ex. Requests help when needed.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level III AA Students will: **EEL.K.5.c.** With guidance and support, use words to communicate in real-life situations. Ex. Ask for a desired object by naming it. Ex. When shown a picture of the lunchroom, recognize that it is time to go to lunch. Ex. Call a friend or teacher by name using words, sign, or a communication overlay. Ex. When asked if something is wrong, respond (e.g., "yes," "no," or "help"). **Level II AA Students will:** **EEL.K.5.c.** With guidance and support, identify real-life connections with words and their uses. Ex. Looks at familiar object when named. Ex. Looks at familiar person when named. **Level I AA Students will:** **EEL.K.5.c.** With guidance and support, communicate in school-based settings and receive a response from staff and/or students. Ex. With guidance and support, exhibit differential affect, vocalization, gaze, or movement when addressed by the teacher. Ex. Activate a single message voice output device with a preprogrammed message during a class activity (e.g., During shared reading of *Dirty Bertie*, student activates device to say "Whoa!" or "Yuck!").
d. Distinguish shades of meaning among verbs describing the same	**EEL.K.5.d.** With guidance and support, demonstrate an understanding of	**Level IV AA Students will:** **EEL.K.5.d.** Demonstrate an understanding of common verbs. Ex. Respond to the meaning of common verbs (e.g., "eat your lunch,"

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	common verbs.	"wash your hands"). Ex. Imitate other students who are acting out a verb. Ex. Teacher says, "Dance when the music starts," and students who use a wheelchair for mobility rocks or bounces in chair. **Level III AA Students will:** **EEL.K.5.d.** With guidance and support, demonstrate an understanding of common verbs. Ex. Sit down and stand up when asked by teacher who also provides a visual gesture to support the verbal request. Ex. Given a limited set of choices that are supported with visual symbols during a game of *Simon Says*, perform the actions called by the teacher or a peer. **Level II AA Students will:** **EEL.K.5.d.** With guidance and support, perform the actions that others are being asked to perform following the models of peers and others. Ex. When the teacher directs students to go wash their hands before snack, follows the other students and washes his hands. Ex. When the teacher tells students it is time to line up, follows the other students and gets in line. **Level I AA Students will:** **EEL.K.5.d.** With guidance and support, perform a routine action. Ex. Clap along while the class claps during the routine good morning song. Ex. Bounce in wheelchair to the music when peers are dancing during a routine class activity.

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CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**EEL.K.6.** Use words acquired through conversations, being read to, and during shared reading activities.	**Level IV AA Students will:** **EEL.K.6.** Uses/applies frequently used words in familiar contexts. Ex. Call or indicate teacher's name. Ex. Indicate that the library is where to go for books. Ex. Identify some classmates when named. Ex. Identify a familiar book. **Level III AA Students will:** **EEL.K.6.** Use words acquired through conversations, being read to, and during shared reading activities. Ex. Look at teacher or classmates when their names are spoken. Ex. Locate book to return to the library. **Level II AA Students will:** **EEL.K.6.** With guidance and support, pays attention to language cues. Ex. Focus on person who is talking. Ex. Recognizes language cues used every day (e.g., Teacher says, "Put your books away."). **Level I AA Students will:** **EEL.K.6.** With guidance and support, attends to a familiar communication partner. Ex. Visually attend to the speaker during group time. Ex. Extend hand to accept hand-in-hand signing when a familiar adult makes the request. Ex. Be still and appear to listen while a communication partner speaks.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR FIRST GRADE

First Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RL.1.1.** Ask and answer questions about key details in a text.	**EERL.1.1.** Identify details in familiar stories.	**Level IV AA Students will:** **EERL.1.1.** Identify key details in familiar stories. Ex. Indicate key details given a field of choices (e.g., pictures, objects, symbols, print) that include key details from the text and distracters that do not appear in the text. Ex. In a familiar story, signal or otherwise indicate when a key detail has been read. **Level III AA Students will:** **EERL.1.1.** Identify details in familiar stories. Ex. Point to the picture in *Little Bear* that shows what he is wearing that is keeping him warm in the snow. Ex. With prompting (e.g., teacher might remind student to think about what the story told us about the character's home), identify a key detail from a familiar story given an array of choices. Ex. With prompting (e.g., dramatic pause or rise in intonation by teacher), signal to indicate when a key detail is read during a book sharing experience (e.g., the teacher is reading a book with the student and the student vocalizes, hits a switch, or otherwise signals the teacher to indicate that a key detail was just shared). Ex. With prompting (e.g., teacher tells student to find the part of the book where a specific detail is shown), turn to the part of a book where a key detail is written about or depicted in the illustrations. Ex. While listening to a familiar story (e.g., "Show me what the man drove."), point to pictures in the book that represent key details from the story.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level II AA Students will: **EERL.1.1.** Identify an object that relates to a detail in a familiar, personally relevant text. Ex. With prompting and a teacher-made text about a classroom activity (e.g., an art project), eye gaze to the paintbrush that is depicted in the story. Ex. With prompting and a social story about a familiar routine (e.g., getting ready to go home), get each of the items as they are mentioned in the story. Ex. After reading *Frog and Toad,* the teacher says "We have a frog just like the frog in the book in our aquarium. Can you show me the frog?" **Level I AA Students will:** **EERL.1.1.** With guidance and support, identify a familiar object that relates to a classroom activity. Ex. With guidance and support during a classroom activity (e.g., an art project), eye gaze to the paintbrush during an art activity. Ex. With guidance and support during a familiar routine (e.g., getting ready to go home), retrieve items to be taken home as directed.
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**EERL.1.2.** Retell details from a familiar story.	**Level IV AA Students will:** **EERL.1.2.** Retell a familiar story including key details. Ex. After "reading" a familiar story while turning the pages, retell the story and include key details about the story from beginning to end. Ex. After listening to a familiar story, retell the story (with beginning, middle, and end) and include key details. Ex. Retell a familiar story by combining symbols on an AAC system to reflect the overall structure of the story (first, then, next) and includes key details.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level III AA Students will: **EERL.1.2.** Retell details from a familiar story. Ex. After "reading" a familiar story while turning the pages, retell details related to each page. Ex. After listening to a familiar story, list (verbally or by selecting symbols on an AAC system) key details from the story. Ex. After hearing a story, say "The old woman lived in a shoe." Ex. After hearing a story, say "The old man gave the dog a bone." **Level II AA Students will:** **EERL.1.2.** With guidance and support, recall a detail from a familiar story. Ex. With guidance and support, select objects or pictures from a field of choices that reflect a detail in a familiar story. Ex. While listening to a familiar story, recall with prompting (e.g., The teacher might say, "Remember that green animal that jumps?"), a detail from a next page (e.g., "What has a sticky tongue?"). Ex. After telling a story, the teacher asks "Who lived in a shoe?" Ex. After watching a video, the teacher asks "What type of animal is Nemo?" **Level I AA Students will:** **EERL.1.2.** With guidance and support, identify an object that relates to a detail in a familiar, personally relevant text. Ex. With guidance and support and a teacher-made text about a classroom activity (e.g., story time), eye gaze to the toy that is depicted in the story. Ex. With guidance and support and a social story about a familiar routine (e.g., getting ready to go home), get one of the items mentioned in the story.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RL.1.3. Describe characters, settings, and major events in a story, using key details.	**EERL.1.3.** Identify characters and settings in a familiar story.	**Level IV AA Students will:** **EERL.1.3.** Identify the characters and settings in a story. Ex. Indicate characters and settings given a field of choices (e.g., pictures, objects, symbols, print). Ex. During a shared reading interaction, point to illustrations that reflect the characters or settings in a story. Ex. Pick out the character and setting of a familiar story when given choices (e.g., Clifford lives on Birdwell Island with Emily Elizabeth). Ex. The Berenstein Bears live in the woods in Bear Country. Ex. After listening to *Horton Hears a Who,* when given three pictures, pick the elephant as the main character. **Level III AA Students will:** **EERL.1.3.** Identify characters and settings in a familiar story. Ex. Indicate characters and settings from a familiar story given a field of choices (e.g., pictures, objects, symbols, and print). Ex. During a shared reading interaction with a familiar story, point to illustrations that reflect the characters or settings in a story. Ex. Given two pictures (one of a character and one of the setting), identify which is the character and which is the setting in a familiar story. **Level II AA Students will:** **EERL.1.3.** With guidance and support, identify a character or the setting in a familiar story. Ex. With guidance and support, indicate characters and settings from a familiar story given a field of choices (e.g., pictures, objects, symbols, and print). Ex. During a shared reading interaction with a familiar story and guidance and support from the reader, point to illustrations that reflect the

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		characters or setting in a story. **Level I AA Students will:** **EERL.1.3.** With guidance and support and a story that includes people in the student's life, identify the person in the story. Ex. Given a story about a class trip that includes photos of classmates and the names of classmates in the text, as well as guidance and support, the student will identify from a field of choices which classmate is featured on a given page. Ex. Given a story about a personal experience, as well as guidance and support, identify himself/herself as the person who is in the story (e.g., Teacher reads a page and shows the picture and asks, "Who is this book about? Who is that?" and the child responds "me" by patting own chest.).
Craft and Structure. **RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**EERL.1.4.** Identify sensory or feeling words in a familiar story.	**Level IV AA Students will:** **EERL.1.4.** Identify sensory or feeling words in a story. Ex. While listening to a story, signal when a feeling word is read. Ex. Given a picture book that includes illustrations that depict different feelings (e.g., *Today, I Feel Silly and Other Moods That Make My Day*), identify the feelings as they are depicted on several pages. Ex. Match a sensory or feeling word to the correct illustration from a story. Ex. After hearing a story for the first time, tells the teacher how the main character was feeling: sad, happy, mad, hungry, tired, etc. Ex. After reading *The Very Hungry Caterpillar*, pick hungry from three options when asked, "How was the caterpillar feeling?" **Level III AA Students will:** **EERL.1.4.** Identify sensory or feeling words in a familiar story. Ex. While listening to a familiar story, signal when a feeling word is read.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Given a familiar picture book that includes illustrations that depict a feeling (e.g., *Today, I Feel Silly and Other Moods That Make My Day*), identify the feeling depicted. Ex. Choose from an array of pictures to identify a sensory or feeling word from a familiar story. Ex. Teacher hands a happy card and a sad card to the student and says, "When we are reading the story, hold up the card when you hear 'happy' or 'sad'." **Level II AA Students will:** **EERL.1.4.** With guidance and support, identify a specified sensory or feeling word in a familiar story. Ex. With guidance and support, as well as a familiar story, use a single message voice output device to say a feeling word after it is read in a text in order to signal recognition of the word. Ex. With guidance and support, as well as a familiar story, use a single message voice output device to say a sensory word that the adult reads (e.g., Teacher might say, "The animals in this book use their eyes to see. You help me read by saying the word *see* with me." Then, use an exaggerated pause before reading see.). Ex. Choose from two pictures to identify a sensory or feeling word from the story. **Level I AA Students will:** **EERL.1.4.** With guidance and support, imitate, act out, or otherwise gesture to demonstrate a sensory or feeling word that is used in a familiar text. Ex. With guidance and support, imitate facial expressions to match the feelings in the text, *Today, I Feel Silly and Other Moods That Make My Day.*

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. With guidance and support, wave a finger to match the words Mrs. Wishy Washy says when she tells each animal, "In the tub you go!"
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**EERL.1.5.** Classify reading materials into storybooks and informational books.	**Level IV AA Students will:** **EERL.1.5.** Select storybooks and informational books from a library or other large collection of materials. Ex. When asked to find a book that will provide information about a topic (e.g., butterflies), select an information book rather than a storybook. Ex. Given a variety of reading materials, sort them into storybooks and informational books. **Level III AA Students will:** **EERL.1.5.** Classify reading materials into storybooks and informational books. Ex. Given a selection of materials, such as storybooks, magazines, and newspapers, select a storybook when asked to pick a story. Ex. When asked to put books away, put storybooks in the basket with other stories, information books in a basket with other information books, and magazines in a basket with magazines. **Level II AA Students will:** **EERL.1.5.** Select specified familiar storybooks to read. Ex. Given two or more books, select the familiar storybook requested by the teacher. Ex. Select from the classroom library a familiar story, bring it to the teacher and name the book when asking her to read it (e.g., "Read *Three Pigs*!"). Ex. When asked to select a story to read, select a familiar storybook from the classroom library.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERL.1.5.** Choose a storybook to read or listen to. Ex. Given a choice of two or more books, eye gaze or otherwise select a book to read. Ex. Given an electronic bookshelf (e.g., Tarheel Reader), use switches to select a book to read. Ex. When given a toy and a storybook, choose the storybook when requested.
RL.1.6. Identify who is telling the story at various points in a text.	**EERL.1.6.** Identify a speaker in a familiar story.	**Level IV AA Students will:** **EERL.1.6.** Identify the speaker or narrator in a story with multiple speakers or narrators. Ex. After listening to a story told by one of the characters in the story, identify which character is telling the story. Ex. Given a line from a story that has been read to them, tell or identify the name of the character who is saying that line. Ex. After reading *The Three Little Pigs*, indicate that the Wolf said "[He] will huff and puff and blow the house down." **Level III AA Students will:** **EERL.1.6.** Identify a speaker in a familiar story. Ex. Point to *Little Bear* when asked, "Who said he is cold?" Ex. Say the name of the character who is speaking as the story is being read. **Level II AA Students will:** **EERL.1.6.** With guidance and support, identify the speaker or narrator in a familiar story. Ex. Given a choice of characters in a familiar story, select the one who is

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		speaking, as the story is being read. Ex. Use an illustration from a page of a story as it is being read, indicate who is speaking on that page. Ex. After listening to a story about He-Man, the teacher says that He-Man is the speaker and says "By the power of Grayskull, I am He-Man. Find the picture of He-Man." **Level I AA Students will:** **EERL.1.6.** With guidance and support, say the repeated line spoken by the speaker or narrator in a familiar story. Ex. Given a familiar book with a repeated line spoken by a single character (e.g., "not me" said the Monkey), use a single message voice output device to fill in the repeated line.
Integration of Knowledge and Ideas. **RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events.	**EERL.1.7.** Identify details or illustrations that describe the characters or events in a familiar story.	**Level IV AA Students will:** **EERL.1.7.** Identify details or illustrations that describe the characters or events in a story. Ex. From illustrations, pick a character from a story. Ex. From illustrations, pick an event from a story. **Level III AA Students will:** **EERL.1.7.** Identify details or illustrations that describe the characters or events in a familiar story. Ex. During shared reading, point to an illustration in a familiar story that shows a main character. Ex. During shared reading, signal to the teacher when a detail that describes an event is read.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level II AA Students will: **EERL.1.7.** With guidance and support, identify details or illustrations that describe the characters or events in a familiar story. Ex. With guidance and support during shared reading, point to an illustration in a familiar story that describes a main character. Ex. With guidance and support during shared reading, signal to the teacher when a detail that describes an event is read. **Level I AA Students will:** **EERL.1.7.** With guidance and support, attend to illustrations and descriptions of story characters during shared reading of a familiar story. Ex. With guidance and support during shared reading, look at or touch the illustrations in the story that show characters. Ex. When teacher reads *The Berenstain Bears Go to Camp*, look at pictures of bears.
RL.1.8. (Not applicable to literature)	**EERL.1.8.** N/A	
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	**EERL.1.9.** Identify the adventures or experiences of characters in a familiar story.	**Level IV AA Students will:** **EERL.1.9.** Compare the adventures or experiences of characters in a story. Ex. After reading *Frog and Toad Together* one or two times, identify pictures of characters doing something in the story. Ex. After reading *The Little Red Hen* one or two times, identify pictures that show the experiences of Hen in the story. **Level III AA Students will:** **EERL.1.9.** Identify the adventures or experiences of characters in a familiar story. Ex. After *Frog and Toad Together* has been read often enough that it is

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		familiar to the students, identify a picture of someone making cookies to show what Toad did in the story. Ex. After *The Little Red Hen* has been read often enough that it is familiar to the student, identify a picture that shows an experience of Hen in the story. **Level II AA Students will:** **EERL.1.9.** With guidance and support, identify the adventures or experiences of characters in a familiar story. Ex. With guidance and support during shared reading of *Frog and Toad Together*, point to a picture of the wind blowing away Toad's to-do list. **Level I AA Students will:** **EERL.1.9.** With guidance and support during shared reading of a familiar story, attend to illustrations or descriptions of the adventures or experiences of characters. Ex. With guidance and support during shared reading of *Frog and Toad Together*, attend to a picture of the wind blowing away Toad's to-do list.
Range of Reading and Level of Text Complexity. **RL.1.10.** With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**EERL.1.10.** **This Literature Essential Element references all elements above.	

First Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RI.1.1.** Ask and answer questions about key details in a text.	**EERI.1.1.** Identify details in familiar text.	**Level IV AA Students will:** **EERI.1.1.** Identify key details in a text. Ex. Indicate two or more key details given a field of choices (e.g., pictures, objects, symbols, and print). Ex. When given an excerpt about George Washington from an informational text, identify the name George and his picture. Ex. When given a brochure about the apple orchard, identify an apple tree. **Level III AA Students will:** **EERI.1.1.** Identify details in familiar text. Ex. Identify key details related to a text given a field of choices (e.g., pictures, objects, symbols, print). Ex. When presented with options, indicate whether a detail is in a familiar text (e.g., daily schedules, lunch menus, calendars). **Level II AA Students will:** **EERI.1.1.** With prompting, identify a detail in text. Ex. Identify a detail related to a text given a field of choices (e.g., pictures, objects, symbols, and print). Ex. When asked, “Did you see/hear this?” indicate whether a detail is present. Ex. Teacher reminds student of key detail, “Remember . . . .” and then asks the student to identify the picture of the key detail that the teacher just mentioned. **Level I AA Students will:** **EERI.1.1.** With prompts and support, orient to materials related to a text or books.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Explore text that gives information (e.g., daily schedules, lunch menus, calendars).
RI.1.2. Identify the main topic and retell key details of a text.	**EERI.1.2.** Retell details of a familiar text.	**Level IV AA Students will:** **EERI.1.2.** Retell information from text. Ex. Point to the correct daily schedule icon. Ex. Locate the current day's lunch option on a school menu. Ex. Given an informational text on apple orchards, retell that you can buy or pick apples at the apple orchard. **Level III Students will:** **EERI.1.2.** Retell details of a familiar text. Ex. Point to an icon on the daily schedule (e.g., a picture indicating the next activity). Ex. Repeat an item from the school menu after hearing the day's lunch options. **Level II AA Students will:** **EERI.1.2.** With prompts and support, recall a detail from informational text. Ex. With guidance and support, point to any icon on the daily schedule. Ex. With guidance and support, locate any item on a school menu. **Level I AA Students will:** **EERI.1.2.** With prompts and support, demonstrates an interest in reading informational text. Ex. Vocalizes, makes facial expressions, quietly attends, or demonstrates gestures when listening to/reading informational text.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Given an informational text about zoo animals, eye gazes at the pictures.
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**EERI.1.3.** With guidance and support, identify events or ideas in a familiar text.	**Level IV AA Students will:** **EERI.1.3.** Identify similarities and differences between events or activities in a text. Ex. Identify the connection between a small pumpkin seed and a big pumpkin after reading *From Seed to Pumpkin*. Ex. Point to a picture of two different plants from a text about plants. Ex. Identify something that a pumpkin can be used for after reading *From Seed to Pumpkin*. **Level III AA Students will:** **EERI.1.3.** With guidance and support, identify events or ideas in a familiar text. Ex. During a shared reading of an informational text, point to an illustration from the text that reflects a piece of information about the topic. Ex. Select the picture that shows a plant getting water from a text about plants. **Level II AA Students will:** **EERI.1.3.** With guidance and support, identify an event in a familiar text. Ex. While listening to a familiar text, recall with prompting (e.g., The teacher might say, "What is the next thing we do on our schedule?"), a detail from the page (e.g., *numbers*).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERI.1.3.** With guidance and support, focus on activities in text. Ex. Look at or point to their own activity sheet.
Craft and Structure. **RI.1.4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**EERI.1.4.** Respond to questions about a new word in familiar text.	**Level IV AA Students will:** **EERI.1.4.** Answer questions about words and phrases in a text. Ex. Using the illustration in the story, answer what *roots* do for a pumpkin plant. Ex. After reading an informational brochure about apple orchards, respond that an orchard has more than one tree. Ex. Point to a picture of a waterfall after reading a story about Niagara Falls when asked, "What is Niagara Falls?" **Level III AA Students will:** **EERI.1.4.** Respond to questions about a new word in familiar text. Ex. Point to the picture of a pumpkin when asked to identify "pumpkin." Ex. Responds by pointing to a plant in the classroom when asked, "We have been reading about plants. Do you see a plant?" **Level II AA Students will:** **EERI.1.4.** With guidance and support, indicate unknown words in familiar text. Ex. Indicates whether they know or do not know a word when prompted, "Do you know what a pumpkin is?" **Level I AA Students will:** **EERI.1.4.** Respond to illustrations/objects of items in text. Ex. Demonstrate an interest or disinterest in the text (e.g., vocalization, gesture, facial expression).

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		Ex. Touch a real pumpkin. Ex. Attend to illustrations or pictures from informational texts about animals. Ex. Explore water after reading an informational text about water.
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**EERI.1.5.** With guidance and support, recognize that books have titles.	**Level IV AA Students will:** **EERI.1.5.** Locate titles and labels in a familiar text (e.g., book, calendars). Ex. Locate the title of a book or page number. Ex. Locate where the days of the week are shown on a calendar. **Level III AA Students will:** **EERI.1.5.** With guidance and support, recognize that books have titles. Ex. With guidance and support, locate the title on the front cover of a book. **Level II AA Students will:** **EERI.1.5.** With guidance and support, indicate a book or another text. Ex. Point to a book when presented with a book and a calendar and asked, "Which one is a book?" **Level I AA Students will:** **EERI.1.5.** Attend to a book or text when it is read. Ex. Look at the calendar during a calendar activity. Ex. Eyes gaze toward the book when it is being read.
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by	**EERI.1.6.** With guidance and support, distinguish between text and illustrations in a text.	**Level IV AA Students will:** **EERI.1.6.** Demonstrate an understanding that words, pictures, and illustrations give information. Ex. Locate an unknown classroom or location. Ex. Use an illustrated class schedule to determine upcoming activities.

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the words in a text.		Ex. Use an illustrated lunch menu to decide what to eat for lunch. Ex. The teacher reads a book about a bunny, then asks the student to identify the color of the bunny (information found only in pictures not include in text). Ex. When given a sentence and three pictures, match the text to the meaning of the illustration. **Level III AA Students will:** **EERI.1.6.** With guidance and support, distinguish between text and illustrations in a text. Ex. Refer to a school map to locate a classroom or location. Ex. Refer to an illustrated class schedule to determine upcoming activities. Ex. Refer to an illustrated lunch menu to decide what to eat for lunch. Ex. Point to the pictures or text when asked. **Level II AA Students will:** **EERI.1.6.** With guidance and support, find the illustration that gives the information needed. Ex. When the teachers asks, “What is today’s weather?,” student points to the picture of the sun to show the day’s weather. Ex. When given three pictures and asked “How will you get home today?,” the student will select the picture showing a school bus. **Level I AA Students will:** **EERI.1.6.** With guidance and support, attend to pictures related to an informational text. Ex. Orient to a picture of a clock when the daily classroom schedule is being discussed. Ex. Attend to pictures on a daily schedule.

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Integration of Knowledge and Ideas. **RI.1.7.** Use the illustrations and details in a text to describe its key ideas.	**EERI.1.7.** Identify illustration that shows what the text is describing.	**Level IV AA Students will:** **EERI.1.7.** Match illustrations with key ideas in text. Ex. Point to the root in the illustration when asked to show the part of the pumpkin that soaks up water. Ex. When given a sentence and three pictures, match the text with the meaning of the illustration. **Level III AA Students will:** **EERI.1.7.** Identify illustration that shows what the text is describing. Ex. Indicate the illustration of a baby pumpkin plant growing underground when asked to show how a pumpkin grows. Ex. Point to the illustration of a plant during a shared reading to show that the text is about growing plants. **Level II AA Students will:** **EERI.1.7.** With guidance and support, find the illustration that gives the information needed. Ex. Indicate the illustration of a plate full of food on a menu. Ex. Eye gazes to illustration of a pumpkin plant as a book about pumpkins is read. **Level I AA Students will:** **EERI.1.7.** With guidance and support, attend to illustrations as text is read. Ex. Look at the illustration to which the teacher is pointing as the story is read. Ex. Respond (i.e., eye gazing and laughing) to illustrations shown to them while being read to.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RI.1.8. Identify the reasons an author gives to support points in a text.	**EERI.1.8.** With guidance and support, identify details that match the topic of a text.	**Level IV AA Students will:** **EERI.1.8.** Identify a point the author makes. Ex. Answer multiple choice questions regarding author's point in an opinion piece. Ex. Given the main idea, state one reason the author gives to support an idea from the text (e.g., Respond to question, "Why did people want to fly?" from *How People Learned to Fly*.). **Level III AA Students will:** **EERI.1.8.** With guidance and support, identify the details that match the topic of a text. Ex. During shared reading, point to an illustration in a familiar text that shows a detail related to the topic. Ex. During shared reading, signal to the teacher when a detail related to the topic is read. **Level II AA Students will:** **EERI.1.8.** With guidance and support, indicate if a detail was in the text. Ex. Respond when asked, "Did we read about the seed a pumpkin grows from?" Ex. Respond when asked, "Did we read about big pumpkins?" **Level I AA Students will:** **EERI.1.8.** Participate in an activity listing points the author made. Ex. Given a preprogrammed switch with a list of points made by the author of a story, activate the switch to participate in an activity listing the points the author made in the story.

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RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**EERI.1.9.** With guidance and support, match similar parts of two texts on the same topic.	**Level IV AA Students will:** **EERI.1.9.** Identify basic similarities and differences between two illustrations. Ex. Identify what is the same and what is different in two non-identical items (pictures or objects) with similar content from two texts (e.g., picture books or illustrations). Ex. Compare and contrast a picture of a garden in the spring and the same garden in the fall to demonstrate growth/change. Ex. Compare and contrast a picture of a city skyline during the day and the same city skyline at night. Ex. Compare two texts about trains, focusing on the similar parts. **Level III AA Students will:** **EERI.1.9.** With guidance and support, match similar parts of two texts on the same topic. Ex. Identify non-identical items (pictures or objects) with similar content from two texts (e.g., picture books or illustrations). Ex. In comparing two books about pumpkins, point out similar words (pumpkin, seed, orange, etc.). **Level II AA Students will:** **EERI.1.9.** With guidance and support, match similar illustrations about the same content. Ex. Match two illustrations of frogs. Ex. Match two illustrations of trees. Ex. After being read an informational text about bats, find all the bat pictures, given a selection of pictures.

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		Level I AA Students will: **EERI.1.9.** Participate in activity to match similar illustrations about the same content. Ex. Repeat a match of two illustrations of leaves after the teacher or a peer has first matched them. Ex. Display the picture that classmates need to pair.
Range of Reading and Level of Text Complexity. **RI.1.10.** With prompting and support read informational texts appropriately complex for grade 1.	**EERI.1.10.** **This Literature Essential Element references all elements above.	

First Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Print Concepts. **RF.1.1.** Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	**EERF.1.1.** Demonstrate an understanding of the organization and basic features of print. a. Interact with books one page at a time from beginning to end.	**Level IV AA Students will:** **EERF.1.1.a.** Interacts with books by selecting a book, orienting the book correctly, and turning pages one at a time. Ex. Given a variety of books, selects a book, orients the book (front to back, right side up), and turns pages one at a time, beginning at the front and concluding at the end. **Level III AA Students will:** **EERF.1.1.a.** Interact with books one page at a time from beginning to end. Ex. When given a book, correctly orients the book and turns pages one at a time. **Level II AA Students will:** **EERF.1.1.a.** Turn pages in a book. Ex. Turn the pages in a book (board book, coloring book, literature, etc.). **Level I AA Students will:** **EERF.1.1.a.** Interact with a book. Ex. Student touches, explores, and interacts with a book (board book, coloring book, picture book, etc.).
	EERF.1.1.b. Follow print from left to right. **EERF.1.1.c.** Follow print from top to bottom.	**Level IV AA Students will:** **EERF.1.1.b-c.** Follow print left to right pointing to words one-at-a-time with one-to-one correspondence. Ex. When given a familiar text, the student will follow along by pointing to each word when spoken or using a reading guide while each word is read aloud.

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		Level III AA Students will: **EERF.1.1.b-c.** Follow print from left to right and top to bottom. Ex. Given a book, follow with their finger or reading marker from left to right and top to bottom of the page. **Level II AA Students will:** **EERF.1.1.b-c.** Identify where to begin when reading a page of text. Ex. Point to the top left when asked, "Where do we start reading?" **Level I AA Students will:** **EERF.1.1.b-c.** Attend to text. Ex. When given a text, will follow the teacher's finger or follow with finger with teacher physical assist.
Phonological Awareness. **RF.1.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.	**EERF.1.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Identify spoken rhyming words	**Level IV AA Students will:** **EERF.1.2.a.** Match word/picture cards to spoken word. Ex. When a word is spoken, match word/picture cards. **Level III AA Students will**: **EERF.1.2.a.** Identify spoken rhyming words. Ex. Play a game where students have to listen for rhyming words (cat, can, etc.) **Level II AA Students will:** **EERF.1.2.a.** Provide a rhyming word that completes a predictable, repeated refrain in a familiar story. Ex. Play a rhyming game (e.g., students are given several picture/word cards and pick the one that completes the rhyme such as cat, bat, mat, hat, etc.).

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		Level I AA Students will: **EERF.1.2.a.** Repeat rhyming words. Ex. Repeat words that rhyme after the teacher.
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	**EERF.1.2.b.** With guidance and support, indicate the number of syllables in a spoken word.	**Level IV AA Students will:** **EERF.1.2.b.** Indicate the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult). **Level III AA Students will:** **EERF.1.2.b.** With guidance and support, indicate the number of syllables in a spoken word (e.g., clap or tap to indicate syllables spoken by an adult). **Level II AA Students will:** **EERF.1.2.b.** With guidance and support, clap once for a one syllable word spoken by an adult. **Level I AA Students will:** **EERF.1.2.b.** With guidance and support, participate by clapping while peers clap once for a one syllable word spoken by an adult.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	**EERF.1.2.c.** Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.	**Level IV AA Students will:** **EERF.1.2.c.** Identify single-syllable words with the same onset (beginning sound) as a familiar word. Ex. During shared reading, the teacher shows the student an illustration and says, “Can you show me something in this picture that starts with /p/ like pig?” **Level III AA Students will:** **EERF.1.2.c.** Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. During shared reading, the teacher shows student an illustration and says, "Look there is a pig, a cow, and a horse. Which one starts with /c/ like car?" **Level II AA Students will:** **EERF.1.2.c.** Match a familiar, single-syllable word with the onset and rhyme segmented. Ex. During shared reading, the teacher shows the student an illustration and says, "Look, there is a cow. Does it start with /c/ like car? Does it start with /p/ like pig? Cow /c/ or cow /p/?" **Level I AA Students will:** **EERF.1.2.c.** Repeat an onset sound along with the corresponding word. Ex. When the teacher says, "Say /p/ pig," repeat onset sound and word.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	**EERF.1.2.d.** Match orally presented segmented phonemes to pictures that are labeled orally first by an adult.	**Level IV AA Students will:** **EERF.1.2.d.** Match orally presented, segmented phonemes to pictures without first hearing the label of the pictures. Ex. During shared reading, the teacher shows the student an illustration and says, "Look at this illustration, where is the p-i-g?" Ex. When introducing picture-based choices of snack options, the teacher says, "Before you make a choice, can you show me which one is m-i-l-k?" **Level III AA Students will:** **EERF.1.2.d.** Match orally presented segmented phonemes to pictures that are labeled orally first by an adult. Ex. During shared reading, the teacher shows the student an illustration and says, "Look at all of those animals. I see a horse, a cow, and a pig. Where is the p-i-g?"

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. When introducing picture-based choices of snack options, the teacher says, "Today we have two choices, milk and juice. Can you show me m-i-l-k?" **Level II AA Students will:** **EERF.1.2.d.** Point to pictures as an adult labels them. Ex. During shared reading, the teacher shows the student an illustration and says, "Show me the pig." **Level I AA Students will:** **EERF.1.2.d.** Attend to pictures and illustrations presented by an adult. Ex. When presented pictures or illustrations, orients to the picture when prompted by the adult.
Phonics and Word Recognition. **RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant.	**EERF.1.3.** Apply letter name and letter-sound knowledge when decoding words during shared activities. a. Identify words that begin with a single-consonant phoneme that is spoken by an adult.	**Level IV AA Students will:** **EERF.1.3.a.** Identify a word that will complete the matching phoneme. Ex. Given two words with the same phoneme (cat, cake), select a picture/word card that has the same initial phoneme (cot, carrot, comb, etc.). **Level III AA Students will:** **EERF.1.3.a.** Identify words that begin with a single-consonant phoneme that is spoken by an adult. Ex. Given three picture/word cards, identify the two that begin with the same phoneme (i.e., cat, cake, goat). **Level II AA Students will:** **EERF.1.3.a.** Identify word/picture cards by the first letter. Ex. Given three word/picture cards, the student identifies the picture that

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		begins with the sound indicated by the prompt (cat, goat, house – find the word that begins with a /c/). **Level I AA Students will:** **EERF.1.3.a.** With guidance and support, identify the same letter at the beginning of two words. Ex. When presented with two words that have the same initial sound/letter (cake, cat) indicate the sound that is the same.
b. Decode regularly spelled one-syllable words.	**EERF.1.3.b.** N/A	
c. Know final -e and common vowel team conventions for representing long vowel sounds.	**EERF.1.3.c.** N/A	
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	**EERF.1.3.d.** N/A	
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	**EERF.1.3.e.** N/A	

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f. Read words with inflectional endings.	**EERF.1.3.f.** N/A	
g. Recognize and read grade-appropriate irregularly	**EERF.1.3.g.** N/A	
Fluency. **RF.1.4.** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	**EERF.1.4.** Engage in sustained independent study of books (e.g., studies a book one page at a time). a. Independently engage in exploring a book or navigating pages in a multimedia book.	**Level IV AA Students will:** **EERF.1.4.a.** Independently engage in silent study of individual pages while exploring a book or navigating pages in a multimedia book. **Level III AA Students will:** **EERF.1.4.a.** Independently engage in exploring a book or navigating pages in a multimedia book. **Level II AA Students will:** **EERF.1.4.a.** Engage in shared exploration of a book or multimedia book. **Level I AA Students will:** **EERF.1.4.a**. Attend while sharing in the exploration of a book or multimedia book.
b. Read grade-level text orally with accuracy, appropriate rate, and expression.	**EERF.1.4.b.** Sustain attention to a variety of reading materials reflecting a variety of text genre.	**Level IV AA Students will:** **EERF.1.4.b.** Select a preferred book or text and attend to the reading. Ex. When given a variety of choices, select one book to be read aloud and attend to the reading. **Level III AA Students will:** **EERF.1.4.b.** Sustain attention to a variety of reading materials reflecting a variety of text genre. Ex. Given a book on tape, the student listens and follows along in the

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		book. Ex. Given a variety of text (magazine, newspaper, *Highlights*, *Weekly Reader*, etc.), the student follows along with the class reading and discussion. **Level II AA Students will:** **EERF.1.4.b.** Sustain attention to a preferred, familiar text. Ex. Given a preferred choice, the student listens to a familiar book on tape while looking at the pages in the book. Ex. When reading a familiar, preferred text, the student sits and attends to the oral reading. **Level I AA Students will:** **EERF.1.4.b.** Attend to a preferred, familiar text. Ex. Given a familiar text (i.e. *Brown Bear, Brown Bear*), the student orients and attends to the reading.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EERF.1.4.c.** N/A	

First Grade English Language Arts Standards: Writing

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Text Types and Purposes. **W.1.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	**EEW.1.1.** Select a book and use drawing, dictating, or writing to state an opinion about it.	**Level IV AA Students will:** **EEW.1.1.** Select a selected topic or book and use drawing, dictating, or writing to state an opinion about it. Ex. Select a book from a collection offered by the teacher and express an opinion about it by writing. Ex. Given the directions to write about a favorite book, select a book from the classroom library and type letters on an alternate keyboard to write about it. Ex. During independent writing, select a familiar book from a selection of three offered by the teacher and write letters to express an opinion about it. **Level III AA Students will:** **EEW.1.1.** Select a book and use drawing, dictating, or writing to state an opinion about it. Ex. Select a book from a collection offered by the teacher and express an opinion about it by drawing a picture of a happy face. Ex. In structured shared writing during which the teacher uses a repeated sentence frame to guide students in creating a predictable chart with the repeated line, *I like <type of animal> because they are <descriptor>,* the student will select a picture of their favorite animal to communicate which animal they like and then select from an array of possible adjectives reasons why (e.g., "I like <panthers> because they are ."). **Level II AA Students will:** **EEW.1.1.** With guidance and support, select a book and use drawing, dictating, or writing to state an opinion about it. Ex. Select a favorite book to name to be used in a shared writing activity

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		(e.g., During structured shared writing aimed at reviewing favorite books, the teacher provides the repeated line, *I like* . . . , and students select a favorite book and dictates the name for the teacher to use in completing the sentence.). Ex. Given the directions to write about a favorite book, select a book from the classroom library and dictate "I like it" for the teacher to write. **Level I AA Students will:** **EEW.1.1.** Communicate a preference for a book. Ex. Select a book from a choice of two by looking at or reaching for it, and, given access to a like/dislike symbol, indicate opinion, which the teacher will write and read aloud (e.g., "Jennifer likes this book."). Ex. Select a book from a basket of books, look at it, and, given access to a *feelings page* of emotion symbols, indicate an opinion about the book which the teacher will write. Ex. Select an electronic book from a field of two or more books, look at and listen to it, and, given access to appropriate symbols, indicate opinion, which teacher will write and read aloud (e.g., "I don't like this book.").
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**EEW.1.2.** Select a topic and use drawing, dictating, or writing to share information about it.	**Level IV AA Students will:** **EEW.1.2.** Name a topic and use drawing, dictating, or writing to share information about it. Ex. Use a multiple message voice output device to communicate a topic of choice of writing (e.g., friends) and then uses the device to select words that provide information about friends. Ex. Tell the teacher a topic for writing and then dictate information about it.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level III AA Students will: **EEW.1.2.** Select a topic and use drawing, dictating, or writing to share information about it. Ex. Select a topic from an array of choices and uses drawing, dictating, writing, assistive technology, or other means of expression to convey a feeling, thought, idea, or need relative to the topic. Ex. Select "my birthday" as a topic and draws a picture of something he or she wants. Ex. After choosing to write about him/herself, use drawing, dictating, writing, assistive technology, or other means of expression to state a fact about themselves. **Level II AA Students will:** **EEW.1.2.** With guidance and support, use drawing, dictating, or writing to share information about a topic. Ex. After discussing favorite things with a small group, use drawing and writing to communicate about own favorite things. Ex. In structured shared writing entitled "Animals," during which the teacher uses a repeated sentence frame to guide students in creating a predictable chart with the repeated line, *The <animal> is <color>*, select an appropriate animal which the teacher will write on the chart (e.g., The panther is black. The dog is brown.). Ex. Given a structured sentence, choose a classmate, and select from a couple of descriptor symbols to complete the statement: <Name> is <descriptor> (e.g., Dallas is short. Erin is happy.), which are added to a class chart text. **Level I AA Students will:** **EEW.1.2.** With guidance and support, select a topic.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. After the teacher presents two of the student's favorite toys, select one when asked, "What should we write about today?" Ex. Work with a group of peers on a writing topic (e.g., The peers narrow down the choices and then presents two to the student who says, "What should we write about today?"). Ex. Given a selection of topics and with partner-assisted scanning, choose a topic of interest.
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	**EEW.1.3.** Select an event and use drawing, dictating, or writing to share information about it.	**Level IV AA Students will:** **EEW.1.3.** Introduce or name events and use drawing, dictating, or writing to share information about them. Ex. During a field trip, tell the teacher three things that happened, and upon returning to the classroom, draw and/or write about those things in a three-panel frame in the order they occurred. Ex. Following an historical text teacher read-aloud, recount events remembered in a small group, individually choose two events from those recalled, and draw/write about them beginning each recount with "first," and then "second." **Level III AA Students will:** **EEW.1.3.** Select an event and use drawing, dictating, or writing to share information about it. Ex. During a shared writing activity, draw a picture of a class field trip to a zoo that describes an event (a bus ride) from the trip. Ex. Use a multiple message voice output device to dictate information about an experience during a learning center (e.g., big, bubble, pop, blow, more).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level II AA Students will: **EEW.1.3.** With guidance and support, select an event and use drawing, dictating, or writing to share information about it. Ex. Given an array of photos from a class activity, select one of the pictures, spend time talking about the event depicted in the picture with an adult or peer, and then label it verbally while the teacher writes the labels. Ex. Working with a teacher who is modeling how to select messages on a multiple message voice output device, select messages to dictate information about an experience during a learning center (e.g., read, funny, book, friends, fun). Ex. Working with the teacher before snack (or other daily activities), brainstorm the actions of familiar routines, then select one for the teacher to write on a chart (e.g., wash hands, eat snack, eat lunch). **Level I AA Students will:** **EEW.1.3.** With guidance and support, select a preferred event or activity. Ex. From a picture menu of items, point to or use partner-assisted scanning to choose a preferred event or activity. Ex. Given a choice of activities for free time represented with pictures or objects, select a preferred activity by looking, touching, or pointing, which the teacher places on personal schedule, writing it and reading aloud.
Production and Distribution of Writing. **W.1.4.** (Begins in grade 3)	**EEW.1.4.** (Begins in grade 3)	

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	**EEW.1.5.** With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.	**Level IV AA Students will:** **EEW.1.5.** Add more information to own drawing, dictating, or writing to strengthen it. Ex. After sharing own writing with peers, add more detail to the picture to *make it better*. Ex. After looking at writing from a previous day, select to add more to it rather than starting a new piece. Ex. React to peer's responses regarding a writing project (e.g., smile, vocalization, gesture, eye contact) and make a revision of their project. **Level III AA Students will:** **EEW.1.5.** With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it. Ex. After sharing own writing about a topic with the teacher, add more writing when the teacher asks, "Can you tell me more? What else can you write?" Ex. After dictating a story about a self-selected topic to a teacher, say more when the teacher asks, "What else can you tell me about that?" Ex. After sharing a drawn, dictated, or written text, add more when the teacher asks, "What else can you add?" **Level II AA Students will:** **EEW.1.5.** With guidance and support, draw, dictate, or write more when asked. Ex. During writing time, keep drawing when the teacher says, "Keep going. What else can you tell us?" Ex. While writing on a computer listening to the speech feedback from a talking word processor, continue to add more letters when the teacher says, "Tell us more. You know so much about <whatever initiated the

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		writing>." Ex. Take turns typing letters or words about a picture or shared experience with a proficient or advanced peer using an adapted keyboard with only letters and a spacebar available. **Level I AA Students will:** **EEW.1.5.** With guidance and support, explore tools for drawing, writing, and self-expression. Ex. Touch, bang on, or otherwise interact with a computer keyboard when presented with a photo of a favorite activity, person, or place, and when directed by the teacher to "Tell me more," touch, bang on, or otherwise interact with the keyboard some more. Ex. Make marks on a paper with a crayon when it is presented. Ex. After a teacher models a simple message on student's first draft and provides invitation, student explores writing further (e.g., "Run. I see that dog in the picture run.").
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**EEW.1.6** With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers.	**Level IV AA Students will:** **EEW.1.6.** Use a variety of digital tools to produce writing, including in collaboration with peers. Ex. Working with peers at an interactive whiteboard, select from an array of pictures and type some letters using the onscreen keyboard to add to the group's writing. Ex. Working with peers, select words and pictures from an alternative keyboard to add to the group's writing. **Level III AA Students will:** **EEW.1.6.** With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. With guidance and support from the teacher while working with peers at an interactive whiteboard, select from an array of pictures and types some letters using the onscreen keyboard to add to the group's writing. Ex. With guidance and support from the teacher while working with peers, selects words and pictures from an alternative keyboard to add to the group's writing. **Level II AA Students will:** **EEW.1.6.** With guidance and support from adults, explore digital tools to produce writing, including in collaboration with peers. Ex. Explore teacher-selected form of technology appropriate to the individual student to produce a product for the teacher to print and post on the bulletin board. Ex. Explore technology that supports writing and communication with peers (e.g., use a switch or touchscreen to communicate meaningfully). **Level I AA Students will:** **EEW.1.6.** With guidance and support, explore various means of accessing digital tools. Ex. Activate a switch to scan through the letters of the alphabet. Ex. Touch, bang, or swipe over the surface of an alternative keyboard to produce a product for the teacher to print and post on the bulletin board. Ex. Touch a touchscreen on a computer or tablet device for a peer to print to include in a class book entitled, *This Week's Writing*.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Research to Build and Present Knowledge. **W.1.7.** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	**EEW.1.7.** Participate in shared research and writing projects.	**Level IV AA Students will:** **EEW.1.7**. Participate to share research and writing projects with others. Ex. Identify pictures and words to include in a shared research project on a familiar topic (e.g., "what we know about whales," point to relevant pictures and words from a book about whales). Ex. Select the topic of the research project and choose words or ideas to include. **Level III AA Students will:** **EEW.1.7.** Participate in shared research and writing projects. Ex. Select a book on a topic related to a shared research project from a collection identified by peers and identifies pictures that relate to the topic being researched. Ex. Type letters as they are dictated by a peer to add content to a shared writing project. Ex. Recall information from a shared school experience and participate in a shared writing project to list details from that experience. Ex. Listen to an electronic book appropriate to the research and writing project, and share one fact with the group to include in the project. Ex. Listen with a peer to electronic books selected by the teacher in a digital reading environment and with a keyboard with alphabet and whole word access, type letters, words, or sentences about what they learn. **Level II AA Students will:** **EEW.1.7.** With guidance and support, participate in shared research and writing projects. Ex. With guidance and support from the teacher, select a book from a choice of two related to the shared research project and identifies pictures that relate to the topic being researched.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Given a premade set-up on an alternative keyboard or onscreen keyboard, select words and pictures to add to a shared research and writing project. **Level I AA Students will:** **EEW.1.7.** With prompts and support, explore pictures, words, or objects related to a shared research project. Ex. Given a multimedia presentation of words and pictures related to a shared research project, use a switch to advance through the pictures looking and/or listening to the words and pictures. Ex. Use a touchscreen to scroll through pictures related to the topic of a shared research project. Ex. Explore a bin full of objects and artifacts related to a shared research project.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**EEW.1.8.** With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.	**Level IV AA Students will:** **EEW.1.8.** With guidance and support from adults, recall information from experiences and answer simple questions about those experiences. Ex. Working with the teacher, recall information from a recent school book fair for the teacher to write down (e.g., “book,” “money,” “library”) and then answer the teacher’s question when she asks, “Do you like the book?” Ex. Working with a small group and the teacher, recall information from a just completed group project, telling the teacher what they used (e.g., glue, tape, scissors, paper) so she can write a list, and then respond to the teacher’s question when she asks, “Did you finish?” Ex. Listen to an electronic book with a peer and select answers from a picture or word bank to *who* and *what* questions about the text.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level III AA Students will: **EEW.1.8.** With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences. Ex. Working with the teacher, select a book purchased at a recent book fair so the teacher can write down the name and then answer the teacher's question when she asked, "Do you like the book?," and place a check in the *like* column. Ex. Working with a small group and the teacher, identify supplies from those assembled on the table that were used in completing a group project (e.g., glue, tape, scissors, paper) so the teacher can add them to the list and then respond to the teacher's question when she asks, "Did you finish?" Ex. Use a picture/label schedule to identify the next activity of the day by answering *what* questions (e.g., What is after math? What is next? What is first today?). **Level II AA Students will:** **EEW.1.8.** With guidance and support from adults, identify information related to personal experiences. Ex. Working with the teacher, identify the centers completed that day and the teacher will write them in the student's home-school notebook. Ex. Working with a small group and the teacher, identify supplies from those assembled on the table that were used in completing a group project (e.g., glue, tape, scissors, and paper) so the teacher can create a list. Ex. With guidance and support, complete open-ended statements about personal experiences when provided with an array of two or more relevant responses (e.g., Playing outside is <fun, hot>).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EEW.1.8.** With guidance and support, identify personal objects. Ex. With guidance and support, select own backpack from two presented at the end of the day which the teacher adds to a chart story (e.g., This sign says Allen. This is Allen's backpack. This sign says Brian. This is Brian's backpack.). Ex. With guidance and support, select own lunchbox when presented with an array of two or more which the teacher adds to a chart story (e.g., Allen's lunchbox is blue. Brian's lunchbox is red.)
W.1.9. (Begins in grade 4)	**EEW.1.9.** (Begins in grade 4)	
Range of Writing. **W.1.10.** (Begins in grade 3)	**EEW.1.10.** (Begins in grade 3)	

First Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Comprehension and Collaboration. **SL.1.1.** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	**EESL.1.1.** Participate in conversations with peers and adults. a. Engage in multiple-turn exchanges with peers.	**Level IV AA Students will:** **EESL.1.1.a.** Initiate multiple-turn exchanges with peers. Ex. During a literacy center activity, hold up own work to show peer and say, "look." When peer responds, the student continues in the exchange for at least one more turn. Ex. When getting ready to read with a partner, initiate an interaction saying, "Read?" The peer responds "Sure, where should we go?" and the student says, "corner" while pointing to the reading corner. The interaction continues so that both students have at least two turns. Ex. During snack time, use a multiple message voice output device to say, "Scooby Doo!" and then looks directly at a peer. The peer responds, "Scooby Doo!" The student uses the device to link together, "You - Scooby Doo!" and the peer responds, "No, you - Scooby Doo." The interaction continues with the two playfully teasing one another. **Level III AA Students will:** **EESL.1.1.a.** Engage in multiple-turn exchanges with peers. Ex. While at a literacy center working with letters and words, participate in multiple-turn exchanges (e.g., one of the peers hands the student a letter and says, "You need this one?" The student replies, "No, b!" The peer finds a b and says, "This one?" The student replies, "Yeah, b."). Ex. When the snack helper asks, "What do you want?" and holds up the white milk and chocolate milk, look directly at the chocolate milk. When the peer acknowledges, "Okay, chocolate," use sign language to say, "Thank you." The peer replies, "You're welcome." Ex. Use a sequenced message device to communicate a social script with a peer such as: Student activates switch to say, "Wanna hear a joke?" Peer says "Okay." Student activates switch to say, "What number does a pig

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		call when he's in trouble?" Peer says, "I don't know" and student activates switch to say "Swine 1-1." **Level II AA Students will:** **EESL.1.1.a.** Communicate directly with a peer. Ex. Use a sequenced message device to call students' names to line up to leave the room. Ex. Use a single message voice output device to say "hi" to a peer when travelling down the hall. Ex. Call a peer by name to ask him to come play. **Level I AA Students will:** **EESL.1.1.a.** With guidance and support, communicate with a peer. Ex. During morning meeting, use a single message voice output device to say, "Good morning" to each classmate when the teacher prompts, "What do you want to say to John?" while pointing to the single message device. Ex. During P.E., sit next to the P.E. teacher and use a sequenced message device to call the names of peers in a game like Red Rover. The P.E. teacher prompts by telling when it is time to "Tell them who to send now!"
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	**EESL.1.1.b.** Build on comments or topics initiated by an adult.	**Level IV AA Students will:** **EESL.1.1.b.** Build on comments or topics initiated by an adult and peers. Ex. During shared reading, the teacher points to an illustration and comments, "Look at that dog!" Another peer comments, "I have a dog like that!" The student adds, "big dog," and the teacher acknowledges, "Yes, this is a big dog in the picture."

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		Level III AA Students will: **EESL.1.1.b.** Build on comments or topics initiated by an adult. Ex. During shared reading, when the teacher points to an illustration and comments, "Look at that dog!," the student responds using sign language to communicate, "Me!" The teacher replies, "Me? Do you have a dog?" and the student nods. Ex. Reply "Snow?" when an adult comments about the weather saying, "It sure is cold out there. It feels like snow." **Level II AA Students will:** **EESL.1.1.b.** With guidance and support, build on comments or topics initiated by an adult. Ex. During shared reading, the teacher points to an illustration and comments, "Look at that dog!" Then she says, "You have a dog, don't you?" The student responds by saying, "Me." The teacher adds, "I have seen your dog. You have a big dog." **Level I AA Students will:** **EESL.1.1.b.** With guidance and support, communicate with an adult about the current topic. Ex. During morning meeting, the teacher looks out the window and says, "It looks rainy out there!" then shows the students a picture of rain saying, "This is rain. Look at the picture of rain." The student looks at the picture of rain.
c. Ask questions to clear up any confusion about the topics and texts under discussion.	**EESL.1.1.c.** Uses one or two words to ask questions related to personally relevant topics.	**Level IV AA Students will:** **EESL.1.1.c.** Combines three or more words to ask questions related to personally relevant topics. Ex. During shared reading, point to a page in the book and ask, "What

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		doggie doing?" Ex. During literacy centers, use a multiple message communication device to link together words and ask, "What you do?" **Level III AA Students will:** **EESL.1.1.c.** Uses one or two-words to ask questions related to personally relevant topics. Ex. At lunchtime, use sign to ask for "More?" of a preferred food item. Ex. After lunch, ask if they are going outside for recess (i.e., "Go outside?"). Ex. Select a single picture symbol from a communication display of four or more symbols during a shared reading activity to ask a question (e.g., The message says one of the following: "I have a question," "Who," or "Why."). Teacher responds according to the question (e.g., "Who? Do you want to know who did it? Let's see."). **Level II AA Students will:** **EESL.1.1.c.** With guidance and support, use one or two-words to ask questions related to personally relevant topics. Ex. During snack time, the student grabs for more crackers but the teacher stops him and supports him in pointing to a picture symbol representing the word *more*. As the child touches *more* the teacher says, "Can I have more?" **Level I AA Students will:** **EESL.1.1.c.** With guidance and support, use gestures, vocalizations, symbols, or words to communicate about personally relevant topics. Ex. On the playground, vocalize or hit a single message voice output device to signal "go fast" so that someone will push him fast across the yard.

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		Ex. During snack time, touch own mouth to indicate a desire for more food.
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**EESL.1.2.** During shared reading activities, answer questions about details presented orally or through other media.	**Level IV AA Students will:** **EESL.1.2.** During shared reading activities, ask and answer questions about key details presented orally or through other media. Ex. Student asks, "What's that?" in reference to a picture in the book and answers the teacher when she responds, "What do you see?" Ex. The student uses a multiple message voice output device to respond to the teacher's question, "What did the boy do?," saying, "play." Then, asks the teacher, "Why?" **Level III AA Students will:** **EESL.1.2.** During shared reading activities, answer questions about details presented orally or through other media. Ex. Answer yes/no questions about key details presented in a story read aloud. Ex. Point to a picture in the book to respond when asked a question such as, "Where is the brick house?" **Level II AA Students will:** **EESL.1.2.** With guidance and support during shared reading activities, provides responses to open-ended statements. Ex. After asking the question, "What did the boy see?" and not getting a response, the teacher transforms the question and says, "The boy saw____," and the student selects a symbol that finishes the sentence. **Level I AA Students will:** **EESL.1.2.** With guidance and support during shared reading activities,

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		follow simple directives. Ex. During shared reading, reaches out when the teacher comes close, holds out the book, and says, “Turn the page.” Ex. During shared reading, the student looks at the illustration when the teacher says, “look” and shines a flashlight on the page.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**EESL.1.3.** Ask for help when needed.	**Level IV AA Students will:** **EESL.1.3.** Ask for help when needed using words. Ex. Use communication device, conventional sign, or spoken words to ask for assistance when needed. **Level III AA Students will:** **EESL.1.3.** Ask for help when needed. Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc. Ex. Use a switch to gain attention. **Level II AA Students will:** **EESL.1.3.** With guidance and support, ask for help when needed. Ex. When asked, “Do you need help?” respond to indicate need for assistance. **Level I AA Students will:** **EESL.1.3.** With guidance and support, respond to offer of assistance when needed. Ex. When teacher offers assistance, respond by attending to teacher.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Presentation of Knowledge and Ideas. **SL.1.4**. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**EESL.1.4.** With guidance and support, identify familiar people, places, things, and events.	**Level IV AA Students will:** **EESL.1.4.** Identify familiar people, places, things, and events. Ex. Identify people through gestures, eye contact or gaze, vocalizations, etc. Ex. Identify a photograph or drawing of a birthday party or other event held in the classroom. **Level III AA Students will:** **EESL.1.4.** With guidance and support, identify familiar people, places, things, and events. Ex. With guidance and support, identify familiar people through gestures, eye contact or gaze, vocalizations, etc. Ex. Identify a desired objects from choices (e.g., During a before-reading activity, the teacher introduces a number of objects that will be found in the story; during reading, the teacher offers the student a choice of two when the item appears in the book and the student points or gazes to the correct object when asked.). **Level II AA Students will:** **EESL.1.4.** With guidance and support, identify favorite people and things. Ex. With guidance and support, identify a favorite toy or comfort item from a display of two or more. Ex. With guidance and support, identify a favorite person by eye contact, eye gaze, vocalizations, etc. **Level I AA Students will:** **EESL.1.4.** Respond to familiar people, places, things, and events with guidance and support. Ex. With guidance and support, respond to familiar people through

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		gestures, eye contact or gaze, vocalizations, etc. Ex. With guidance and support, respond to a photo, drawing, or object about a classroom event.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**EESL.1.5.** Communicate own thoughts, feelings, or ideas.	**Level IV AA Students will:** **EESL.1.5.** Combine three or more words, signs, or symbols to communicate own thoughts, feelings, or ideas. Ex. When asked "What do you want?," respond, "I want more." Ex. When asked to make a prediction during shared reading, "What do you think will happen?," reply, "Boy go fast." **Level III AA Students will:** **EESL.1.5.** Communicate own thoughts, feelings, or ideas. Ex. Select a drawing or other visual display that represents own ideas, thoughts, and feelings. Ex. Given a communication device with an array of symbols representing feelings, select a symbol to tell how he or she is feeling. **Level II AA Students will:** **EESL.1.5.** With guidance and support, communicate own thoughts, feelings, or ideas. Ex. When asked, "Are you happy today?," repeats, "happy." Ex. Using picture exchange cards (PECS) indicate how they are feeling or how an activity makes them feel. Ex. Using symbols, switches, etc., choose from pictures how an event makes the students feel. **Level I AA Students will:** **EESL.1.5.** With guidance and support, respond when asked about feelings.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. When asked "How are you feeling today?" respond by focusing on the person asking.
SL.1.6. Produce complete sentences when appropriate to task and situation.	**EESL.1.6.** With guidance and support, provide more information to clarify ideas, thoughts, and feelings.	**Level IV AA Students will:** **EESL.1.6.** Add more to clarify communication about own thoughts, feelings, or ideas. Ex. When the teacher misunderstands, the student tries to communicate in a different way. Ex. After an attempt to communicate an idea is misunderstood the student says more (e.g., The student says "Make it green." The teacher says, "Okay, gray" and the student responds, "No, green."). **Level III AA Students will:** **EESL.1.6.** With guidance and support, provide more information to clarify ideas, thoughts, and feelings. Ex. Select a drawing or other visual display that represents own ideas, thoughts, and feelings. Ex. Given a communication device with an array of symbols representing feelings, the student selects a symbol to tell how he or she is feeling. **Level II AA Students will:** **EESL.1.6.** With guidance and support, restate initial attempt to communicate when idea, thought, or feelings are misunderstood. Ex. Repeat the effort to communicate when the teacher says, "I don't understand. Tell me again." Ex. After a peer looks to the teacher and says, "What'd he say?" The teacher tells the student, "Can you tell us again so that we all understand. Look at the picture you want and keep looking at it so we all know." The student then eye gazes to the object and holds his gaze.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. With guidance and support, use a sequenced message device to participate in a scripted interaction telling about a good idea that class has. The sequenced messages might include: "We have an idea." Reply, "You do?" "It is a good idea. Want me to tell you about it?" Reply, "Yes, tell me!" "Well, we want to make something." Reply, "You do? What do you want to make?" "It'll be big" Reply, "I wonder what it could be." **Level I AA Students will:** **EESL.1.6.** With guidance and support, participate in communication interactions about ideas, thoughts, and feelings. Ex. With guidance and support, use a single message voice output device to say "happy" while the group sings *If You're Happy and You Know it.* Ex. Given a choice of two symbols, *I like it* and *I don't like it*, student chooses one (by pointing, grabbing, eye gaze, etc.) when asked "What do you think?"

First Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Conventions of Standard English. **L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters.	**EEL.1.1.** Demonstrate emerging understandings of standard English usage when communicating. a. Write letters from own name.	**Level IV AA Students will:** **EEL.1.1.a.** Write all letters in own first name. Ex. Using a standard pencil, student writes own first name. Ex. Using a keyboard, student writes own name. **Level III AA Students will:** **EEL.1.1.a.** Write first letter of own first name. Ex. Using a standard pencil, student writes first letter of own first name. Ex. Using a keyboard, student writes first letter of own name. **Level II AA Students will:** **EEL.1.1.a.** Demonstrate emerging understandings of letter writing. Ex. Write letter-like shapes (a series of disconnected circles) top to bottom and/or left to right of page when writing a story or a note. Ex. Select letters from a keyboard, eye gaze chart, or using partner-assisted scanning without apparent connection to own name. **Level I AA Students will:** **EEL.1.1.a**. With guidance and support, explore writing using a pen/pencil or access to the full alphabet. Ex. Use a keyboard to write and randomly select keys including letters, punctuation, and other characters. Ex. Make marks with pens, pencils, markers, etc.
b. Use common, proper, and possessive nouns.	**EEL.1.1.b.** With guidance and support, use familiar nouns (e.g., own name, Mom, dog) in isolation.	**Level IV AA Students will:** **EEL1.1.b.** Use familiar nouns. Ex. Use nouns to name objects in the environment. Ex. Call others by name.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level III AA Students will: **EEL1.1.b.** With guidance and support, use familiar nouns (e.g., own name, Mom, dog) in isolation. Ex. Use word cards to identify familiar nouns. Ex. Name familiar objects using nouns when prompted, "What is that?" Ex. Select symbols of single nouns on a multiple message communication device. **Level II AA Students will:** **EEL.1.1.b.** With guidance and support from adults, recognize frequently occurring nouns. Ex. Recognize pictures of common nouns (i.e., "Show me the bus."). **Level I AA Students will:** **EEL.1.1.b.** With guidance and support from adults, recognize familiar people. Ex. Respond to pictures of family members, teachers, and peers.
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	**EEL.1.1.c.** With guidance and support, produce noun + verb or verb + noun combinations.	**Level IV AA Students will:** **EEL.1.1.c.** Produce noun + verb or verb + noun combinations. **Level III AA Students will:** **EEL.1.1.c.** With guidance and support, produce noun + verb or verb + noun combinations. Ex. With guidance and support, use nouns and verbs (e.g., During shared-reading, student says, "Show." Teacher responds, "What should I show?" Student says "Show me."). Ex. With guidance and support, respond to noun-verb combinations (e.g., During an art activity, the student points to the symbol of a marker and

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		the teacher says, "What about the marker?" The student points to the symbol for want and the symbol for marker.). **Level II AA Students will:** **EEL.1.1.c.** With guidance and support, link two words together. Ex. Use simple phrases like "all done" or "more please" when asked, "Do you want more?" Ex. Use predictable phrases such as "my turn" when the teacher says "Whose turn?" **Level I AA Students will:** **EEL.1.1.c.** With guidance and support, respond to frequently occurring words. Ex. Given visual cues (e.g., pointing), shift gaze to the target when told to "look." Ex. When an adult reaches out providing a gesture for support and says, "up?" Reach out to be picked up. Ex. Respond by stopping when an adult says, "stop."
d. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*).	**EEL.1.1.d.** With guidance and support, use familiar personal pronouns (e.g., *I*, *me*, and *you*).	**Level IV AA Students will:** **EEL1.1.d.** Use personal pronouns (e.g., *I*, *me*, *he*, *she*, *you*). Ex. Use *I* or *me* to refer to self and *him*, *her*, or *you* to refer to others appropriately. Ex. Use *you* to refer to others when speaking to them. **Level III AA Students will:** **EEL1.1.d.** With guidance and support from adults, use some personal pronouns (e.g., *I*, *me*, and *you*). Ex. When asked, "Who did it?" reply "me," "him," or "her" appropriately.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. When asked, "Who needs help?," respond, "I need help" or "Help me." **Level II AA Students will:** **EEL1.1.d.** With guidance and support from adults, recognize some personal pronouns (e.g., *I*, *you*) in familiar routines. Ex. With guidance and support, recognize *he* (e.g., During the morning meeting, when a teacher shows the student a photo of a peer in the class and asks, "Where is he?" The student looks at the peer.). Ex. With guidance and support, recognize *you* (e.g., During shared writing, the teacher points to each student who has had a turn saying, "You had a turn. You had a turn." Then, stops at the target student to say, "Did you have a turn?" and the student responds, "No."). **Level I AA Students will:** **EEL1.1.d.** With guidance and support from adults, use the personal pronoun *me* to refer to self. Ex. Activate a single message voice output device with the message "me" in response to a teacher request. (Teacher to student, "Who is here today? You can say "me" with the message by pressing your switch.") Ex. Gesture by pointing to self or signs by placing own hand on chest to reply "me" during a shared reading activity.
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	**EEL.1.1.e.** With guidance and support, use familiar present tense verbs.	**Level IV AA Students will:** **EEL.1.1.e.** Use familiar present tense verbs. Ex. Describe own actions using present tense verb (e.g., "I do it."). Ex. Describe actions of others using present tense verb (e.g., "She run."). Ex. Use a multiple message voice output device to describe actions of self or others in the present tense. **Level III AA Students will:**

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		EEL.1.1.e. With guidance and support, use familiar present tense verbs. Ex. Describe own actions using present tense verb (e.g., "I do it."). Ex. Given an adult who offers verbal choices, respond using present tense verb (e.g., "Is she walking or running?," the student responds, "She runs."). **Level II AA Students will:** **EEL.1.1.e.** With guidance and support from adults, demonstrate understanding of familiar present tense verbs. Ex. When asked to line up with other students who are lining up, get in line. Ex. When asked to sit down and provided with visual supports such as a gesture toward the chair, sit. **Level I AA Students will:** **EEL.1.1.e.** With guidance and support from adults, demonstrate understanding of familiar verbs in familiar routines and activities. Ex. At recess, use a sequenced message voice output device with the prerecorded messages, "go" and "stop" to tell partner to push wheelchair or to stop pushing. Ex. During snack with visual support from the teacher who points to the cup or food while saying, "Do you want to eat or drink?," the student looks at the cup or food to indicate drink or eat.
f. Use frequently occurring adjectives.	**EEL.1.1.f.** With guidance and support, use familiar frequently occurring adjectives. (e.g., *big*, *hot*).	**Level IV AA Students will:** **EEL.1.1.f.** Use adjectives. (e.g., *big*, *hot*). Ex. Using a multiple message communication system, describe a person or thing in the immediate environment using an adjective. Ex. Tell an adult that a drink is "hot." Ex. When asked if he or she wants the little cookie or big cookie, the

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		student responds, “Big cookie.” Ex. When looking at an object, state or choose a characteristic (e.g., *big*, *small*). Ex. When requesting an object (e.g., paper) and teacher says, “What color,” say or select a symbol of a color (e.g., “blue”). **Level III AA Students will:** **EEL.1.1.f.** With guidance and support, use familiar frequently occurring adjectives (e.g., *big*, *hot*). Ex. After the teacher offers choices, such as “Is it big or little?,” accurately reply, “Big.” Ex. Select a symbol for an adjective that describes an object from choices (e.g., The student requests an object [e.g., paper] and the teacher holds up options and asks, “Which color?” The student says or selects a symbol of a color [e.g., “blue”]). **Level II AA Students will:** **EEL.1.1.f.** With guidance and support from adults, demonstrate understanding of frequently occurring adjectives. (e.g., *big*, *hot*). Ex. Point to the *biggest* object when asked, “Which one is biggest?” from options. Ex. Select the *biggest* when asked (e.g., After the teacher tells the student he or she needs to use the big spoon, she offers two spoons of dramatically different size and says, “Give me the big one.”). **Level I AA Students will:** **EEL.1.1.f.** With guidance and support from adults, demonstrates understanding of familiar adjectives in familiar routines and activities. Ex. With guidance and support, respond to directions involving familiar

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		adjectives after repeated use by the teacher (e.g., The teacher regularly refers to two group areas in the room as the "big rug" area and the "little carpet," when the teacher asks the child to go to the big rug and points to the right direction, the child goes and sits on the big rug.). Ex. With guidance and support, follow directions involving familiar color adjectives after repeated use by the teacher (e.g., Students put their home-school notebooks into a blue bin each morning. The teacher regularly calls the bin the "blue book bin." When the teacher points to the bin and asks the student to put the notebook in the blue bin, the student puts the book in.).
g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*)	**EEL.1.1.g.** N/A	
h. Use determiners (e.g., articles, demonstratives).	**EEL.1.1.h.** N/A	
i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).	**EEL.1.1.i.** With guidance and support, use frequently occurring prepositions: *in, out, on, off.*	**Level IV AA Students will:** **EEL.1.1.i.** Use frequently occurring prepositions: *in, out, on, off.* Ex. Use *in* during ordinary conversation (e.g., When the student comes into the classroom, he or she says "Put *in* cubby."). Ex. Use *on* during ordinary conversation (e.g., When working on a group art project, the student says, "Put *on* paper."). Ex. Use *off* during ordinary conversation (e.g., When hot, student pulls on jacket and says "Take *off*."). **Level III AA Students will:** **EEL.1.1.i.** With guidance and support, use frequently occurring

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		prepositions: *in, out, on, off.* Ex. With guidance and support, use *in* when responding to questions (e.g., When the student comes into the classroom, the teacher helps the student find their cubby and says, "Should we put it *in* or *on*?" while showing the bag first *in* and then *on* the cubby. The student says, "in." Ex. With guidance and support, use *on* and *out* when responding to questions (e.g., When working on a group art project, the teacher models taking the beads *out* of the jar and putting them *on* the paper while saying, "Take *out*. Put *on*." repeatedly. After several beads are taken out and put on, the teacher pauses when saying, "Take ___. Put ___" and the student provides the missing word. Ex. With guidance and support, use *off* when responding to questions (e.g., When hot, the student pulls on jacket and says, "Take *off*." **Level II AA Students will:** **EEL.1.1.i.** With guidance and support from adults, recognize frequently occurring prepositions: *in, on.* Ex. Point to or look at the object in the appropriate location depending on the preposition given. Ex. With guidance and support from adults, recognize *in* (e.g., "Point to the banana *in* the box.") Ex. With guidance and support from adults, recognize *on* (e.g., "Look at the book *on* the table." Ex. Follow directions involving prepositions (e.g., "Put the paper *on* the desk"). **Level I AA Students will:** **EEL.1.1.i.** With guidance and support from adults, demonstrates understanding of the frequently occurring prepositions *in* and *out* in

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		familiar routines and activities. Ex. With guidance and support, use *in* when responding to questions (e.g., During the morning routine when students are putting their things in their cubbies, the teacher tells the student to put his bag *in* and the student does.). Ex. With guidance and support, use *in* when responding to questions (e.g., While working with a peer to collect materials after a class activity, the peer holds out the bin and tells the student to put the materials *in*.
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	**EEL.1.1.j.** With guidance and support, use simple question words (interrogatives) (e.g., *who*, *what*).	**Level IV AA Students will:** **EEL.1.1.j.** Use question words and simple phrases. Ex. Use questions words (e.g., The teacher says, "What do you want to know?" The student says, "Who is that?"). Ex. Use question words (e.g., As the teacher looks at the student, he or she says, "Is it my turn?"). **Level III AA Students will:** **EEL.1.1.j.** With guidance and support, use simple question words (interrogatives) (e.g., *who*, *what*). Ex. Use *who* and *what* to ask for clarification (e.g., During shared reading, the teacher says, "I wonder what that is." The student touches symbol on multiple message voice output device to ask, "What?"). Ex. Use *who* and *what* to ask questions (e.g., During the morning meeting, the teacher tells the students, "Someone special is coming to visit today." and the student replies, "Who?"). **Level II AA Students will:** **EEL.1.1.j.** With guidance and support from adults, demonstrate understanding of simple question words (interrogatives) (e.g., *who*, *what*).

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		Ex. Given support in navigating to a page with question words on a multiple message voice output device, select a question word (e.g., who, *what*), to ask a peer about the story. **Level I AA Students will:** **EEL.1.1.j.** With guidance and support from adults, demonstrate understanding of simple question words (interrogatives) (e.g., *who*, *what*) in familiar events and routines. Ex. With guidance and support, respond to question words (e.g., In the lunch line, the student is asked, "What do you want?" and the child looks at the bin full of chocolate milk cartons.) Ex. With guidance and support, respond to question words (e.g., When the teacher asks, "Who wants a turn?" and after several peers raise their hands, the student raises his hand.)
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.	**EEL.1.2.** Demonstrate emerging understandings of the use of conventions of standard English during communication. a. Locate first letter in own name when presented with name.	**Level IV AA Students will:** **EEL.1.2.a.** N/A **Level III AA Students will:** **EEL.1.2.a.** Locate first letter in own name when presented with name. Ex. Identify first letter of name (e.g., Given her name, point to or identify through partner-assisted scanning the "S" in "Sarah".). Ex. Point to first letter of own name in environment (e.g., When walking down the hall, the student points to first letter of own name on a bulletin board and says own name (e.g., Jasmine sees the letter "J" on a bulletin board, points to it and says, "Jasmine."). **Level II AA Students will:** **EEL.1.2.a.** Can locate first letter in own name when presented with name.

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		Ex. Point to first letter of name when name is presented (e.g., When presented with his name printed on a sentence strip, the student can point to the first letter.). Ex. Locate first letter of own name in Braille (e.g., When presented with name in Braille, the child locates the beginning of the word and points to the first letter.). **Level I AA Students will:** **EEL.1.2.a.** Responds to own name when called. Ex. Turn to look at the speaker when his or her name is called. Ex. Smile in response to someone calling own name. Ex. Gets visibly excited when teacher signs student's name to indicate it is his turn.
a. Use end punctuation for sentences.	**EEL.1.2.b.** N/A	
b. Use commas in dates and to separate single words in a series.	**EEL.1.2.c.** N/A	
c. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	**EEL.1.2.d.** With guidance and support, recognize that letters are used to create words.	**Level IV AA Students will:** **EEL.1.2.d.** Recognize that letters are used to spell words. Ex. During shared writing, point to indicate a word and then, when asked, point to indicate a letter within the word. Ex. During independent writing, write letters and letter-like shapes in groups with spaces between them. **Level III AA Students will:** **EEL.1.2.d.** With guidance and support, recognize that letters are used to spell words.

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		Ex. With guidance and support, point to letters in a word (e.g., During shared writing, the teacher points to indicate a word and then, asks the student to point to the letters in the word.). Ex. With guidance and support, point to word and letter (e.g., During shared reading, the teacher asks the student to find the words and letters. The student points to the print rather than the illustrations.). **Level II AA Students will:** **EEL.1.2.d.** With guidance and support, recognize letters versus non-letter-like shapes. Ex. With guidance and support, point to letters (e.g., When using a keyboard to type, the student selects only letters [not numbers, punctuation, or function keys] when asked to type letters.). Ex. With guidance and support, sort letters from shapes (e.g., Given a set-up on an interactive whiteboard, the student works with peers to sort letters and shapes.). **Level I AA Students will:** **EEL.1.2.d.** With guidance and support, explore letters in shared reading and writing activities. Ex. During shared writing, select a letter for the teacher or a peer to use in writing a word. Ex. During shared reading, point to letters for other students to name. Ex. During center time, work with peers to select letters to use in making words.
e. Spell untaught words phonetically, drawing on phonemic	**EEL.1.2.e.** N/A	

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awareness and spelling conventions.		
Knowledge of Language. **L.1.3.** (Begins in grade 2)	**EEL.1.3.** (Begins in grade 2)	
Vocabulary Acquisition and Use. **L.1.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	**EEL.1.4.a.** With guidance and support, demonstrate understanding of the meaning of newly acquired vocabulary.	**Level IV AA Students will:** **EEL.1.4.a.** Demonstrate understanding of the meaning of newly acquired vocabulary. Ex. Point to pictures that illustrate the meaning of words that are spoken or signed. Ex. Provide a missing word from a sentence that has been read (e.g., The teacher reads a sentence in a text but leaves out a newly acquired vocabulary word [e.g., *The caterpillar spins a <blank>.*] and the student provides the missing word by saying it or selecting it from a multiple message voice output device.). Ex. Use gestures or actions to demonstrate understanding of meaning of a newly acquired vocabulary word. **Level III AA Students will:** **EEL.1.4.a.** With guidance and support, demonstrate understanding of the meaning of newly acquired vocabulary. Ex. Choose a word to complete a sentence read by the teacher from choices (e.g., The teacher reads a sentence in a familiar text, leaves out a newly acquired vocabulary word [e.g., *The caterpillar spins a <blank>.*] and the student chooses the missing word from a field of choices.). Ex. With guidance and support, use a model to demonstrate word meaning (e.g., With modeling from the teacher or peers, the student uses gestures or actions to demonstrate understanding of the meaning of a

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		newly acquired vocabulary word.). **Level II AA Students will:** **EEL.1.4.a.** Demonstrate understanding of familiar vocabulary. Ex. During the morning meeting when the teacher and students are building the day's schedule, the student points to a familiar picture symbol when the teacher asks. Ex. During repeated shared reading of a familiar book, the teacher pauses to provide a student the chance to supply a known word (e.g., "Brown bear, brown bear, what do you <pause>.") and the student points to a symbol or says the missing word. Ex. The student uses gestures or actions to demonstrate understanding of the meaning of familiar words. **Level I AA Students will:** **EEL.1.4.a.** With guidance and support, respond to words. Ex. Turn toward the teacher when he or she speaks.
b. Use frequently occurring affixes as a clue to the meaning of a word.	**EEL.1.4.b.** N/A	
c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	**EEL.1.4.c.** N/A	

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L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	**EEL.1.5.** With guidance and support from adults, demonstrate emerging understandings of word relationships. a. With guidance and support from adults, sort common objects into familiar categories.	**Level IV AA Students will:** **EEL.1.5.a.** Sort common objects or words into three familiar categories. Ex. After collecting all of the crayons from the table, sort the crayons by color in appropriate bins. **Level III AA Students will:** **EEL.1.5.a.** With guidance and support from adults, sort common objects into familiar categories. Ex. With guidance and support, sort objects into categories (e.g., When getting ready for snack, the teacher starts by putting some milk cartons on one tray saying, “This is for the drinks,” and the snack bags on another saying, “This is for our snacks.” Given the model, the student finishes sorting the remaining items for other students to pass out to the class.). Ex. With guidance and support, identify which of two groups objects go into (e.g., A student who cannot physically sort is presented with items one at a time and asked, “Red or blue?” and the student looks at the a colored tray or an item is presented and the teacher asks, “Blue?” and the student responds “yes” or “no”.). **Level II AA Students will:** **EEL.1.5.a.** With guidance and support from adults, sort objects based on visual or tactual similarities. Ex. With guidance and support from adults, sort items into big and little (e.g., golf ball, beach ball, basketball). Ex. With guidance and support from adults, sort objects in the classroom into groups of heavy and light (e.g., bowling ball, beach ball, and a rock). **Level I AA Students will:** **EEL.1.5.a.** With guidance and support, match a common object with

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		another. Ex. Match one shoe with another shoe. Ex. Match a food item to a food item. Ex. For students who cannot manipulate objects, the teacher holds up two shoes and asks, "Are these the same?" The teacher repeats the activity with a variety of familiar matched and different objects.
b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).	**EEL.1.5.b.** With guidance and support from adults, identify attributes of familiar words.	**Level IV AA Students will:** **EEL.1.5.b.** Identify attributes of familiar words. Ex. Identify attributes of familiar animals (e.g., elephant - big, elephant - gray). Ex. Identify attributes of familiar foods (e.g., apple - red, apple - round). **Level III AA Students will:** **EEL.1.5.b.** With guidance and support from adults, identify attributes of familiar words. Ex. With guidance and support, identify attributes of familiar animals (e.g., The teacher says, "Tell me something about elephants." The student says, signs, or uses symbols to say "Elephant - big."). Ex. With guidance and support, identify attributes of familiar animals (e.g., The teacher says, "Tell me something about apples." The student says, signs, or uses symbols to say "Apple - red."). **Level II AA Students will:** **EEL.1.5.b.** With guidance and support from adults, select pictures that show attributes described to them. Ex. With guidance and support, select pictures that show attributes (e.g., The teacher shows the student a picture of an elephant and a flower, and says "Show me the one that is big.").

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		Ex. With guidance and support, select pictures that show attributes (e.g., The teacher shows the student a picture of a white box and a red apple, and says "Show me the one that is red."). **Level I AA Students will:** **EEL.1.5.b.** With guidance and support from adults, follow a model to identify attributes. Ex. With guidance and support and following a model, activate a switch to repeat an attribute (e.g., The teacher selects a group of words that have the same attribute [e.g., they are all red] and tells the student all of these things are <name the attribute>. Each time the teacher shows a picture and says the word [e.g., "This is an apple. Tell me about it."], the student activates a single message voice output device that says, "It's red.").
c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).	**EEL.1.5.c.** With guidance and support from adults, demonstrate understanding of words by identifying real-life connections between words and their use.	**Level IV AA Students will:** **EEL.1.5.c.** Identify real-life connections between words and their use. Ex. Responds when the teacher asks, "Which one of these things is cold? A book, ice, or sunshine?" **Level III AA Students will:** **EEL.1.5.c.** With guidance and support from adults, demonstrate understanding of words by identifying real-life connections between words and their use. Ex. With guidance and support, connect a word to a familiar activity (e.g., When told "It's time for lunch. Show me where we eat lunch," the student points to the picture symbol of the lunchroom on his/her schedule.). Ex. With guidance and support, connect a word to a familiar reaction (e.g., The teacher asks the student, "What do you do when you're happy, smile or cry?" Student says "smile" or chooses the smile picture.).

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		Level II AA Students will: **EEL.1.5.c.** With guidance and support, connect real-life activities to words. Ex. When shown a picture of the lunchroom and told "Let's eat," recognize that it is time to go to lunch (e.g., gets lunch from backpack). **Level I AA Students will:** **EEL.1.5.c.** With guidance and support from adults, respond to real-life connections with words. Ex. With guidance and support, explore connections between real-life activities and words (e.g., To learn about the word *cold*, the student touches an ice cube and shows a facial or body reaction.). Ex. With guidance and support, explore connections between real-life activities and words (e.g., The teacher is teaching about wind. With guidance and support, the student pushes a switch to turn on a small fan to make the wind blow.).
d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	**EEL.1.5.d.** N/A	

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L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	**EEL.1.6.** N/A	

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR SECOND GRADE

Second Grade English Language Arts Standards: Reading (Literature)

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Key Ideas and Details. **RL.2.1.** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.	**EERL.2.1.** Answer *who* and *where* questions to demonstrate understanding of details in a familiar text.	**Level IV AA Students will:** **EERL.2.1.** Answer *who* and *where* questions to demonstrate understanding of key details in a text. Ex. During the first or second shared reading of *Green Eggs and Ham*, point to a picture of Sam to answer the question, "Who says, *I do not like green eggs and ham?"* Ex. After a first or second shared reading of the poem, *Mix a Pancake*, point to a picture of a pan from an array of pictures when asked, "Where should we put the pancake?" **Level III AA Students will:** **EERL.2.1.** Answer *who* and *where* questions to demonstrate understanding of details in a familiar text. Ex. After repeated shared readings of a familiar text such as *Green Eggs and Ham*, point to a picture of Sam in response to the question, "Who is this?" Ex. During shared reading of a familiar text like *Green Eggs and Ham*, point to a picture of Sam to answer the question, "Who says, *I do not like green eggs and ham?"* Ex. During shared reading of a familiar poem like, *Mix a Pancake*, point to a picture of a pan from an array of pictures when asked, "Where should we put the pancake?" **Level II AA Students will:** **EERL.2.1.** Answer *who* questions to demonstrate understanding of details during shared reading of a text about personal experiences.

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		Ex. During shared reading of a class-created predictable chart with the repeated structure "*I like <food>*," point to picture of self to answer the question, "Who said, 'I like hamburgers?'" Ex. During shared reading of a text about a class activity, select a symbol from an array on a multiple message voice output device to answer the question, "Who made a green one?" **Level I AA Students will:** **EERL.2.1.** With guidance and support, answer "me" in response to *who* questions during shared reading of a text about personal experiences. Ex. With guidance and support during shared readings of a class-created predictable chart with the repeated structure "*I like <food>*," point to self or signs "me" to answer the question, "Who said, 'I like hamburgers?'" Ex. With guidance and support during shared reading of a text about a class activity, say "me" in response to the question, "Who liked it?"
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**EERL.2.2.** Retell familiar stories from diverse cultures, including two or more elements from different parts of the story.	**Level IV AA Students will:** **EERL.2.2.** Retell familiar stories, including fables and folktales from diverse cultures, including elements from the entire story. Ex. After listening to a story from a different culture, retell the story including elements from throughout the story. **Level III AA Students will:** **EERL.2.2.** Retell familiar stories from diverse cultures, including two or more elements from different parts of the story. Ex. After listening to a story from a different culture, retell the story including at least two elements (e.g., who and where) from any two parts of the story (e.g., beginning and end).

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		Level II AA Students will: **EERL.2.2.** With prompting, retell familiar stories from diverse cultures. Ex. Given a multiple message voice output device with elements of a familiar story arranged in sequence, retell the story by selecting two or more messages in sequence. Ex. Given an array of choices, select an event that occurs at the beginning and end of the familiar story. **Level I AA Students will:** **EERL.2.2.** With prompting, retell an event from a familiar story about a personal experience. Ex. Given an array of photos that match the photos in a familiar book about a class activity, select a photo that depicts a particular event.
RL.2.3. Describe how characters in a story respond to major events and challenges.	**EERL.2.3.** Identify the actions and feelings of the characters in a familiar story.	**Level IV AA Students will:** **EERL.2.3.** Identify feelings of characters related to major events and/or challenges in a familiar story. Ex. During shared reading sessions, identify the feelings of characters as they relate to an event in the story, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*: "How did Alexander and his dad feel when Alexander called Australia?" Ex. How do you think the pigs felt about leaving their mother? **Level III AA Students will:** **EERL.2.3.** Identify the actions and feelings of the characters in a familiar story. Ex. During shared reading sessions, share with peers how characters feel in a familiar story? "How does the pig feel when the wolf says, '*I will huff and puff and blow your house down*?'"

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		Ex. During shared reading sessions, will share with peers what characters did and how that made them feel (e.g., "How did the wolf get into the brick house and how did that make the pig feel?"). Ex. Given an array of symbols, selects a symbol that reflects the characters' feelings on each page of a familiar story. **Level II AA Students will:** **EERL.2.3.** With prompting, identify the actions and feeling of characters in a familiar story. Ex. With prompting during shared reading of a familiar story, tell what characters are doing on each page. Ex. With prompting during shared reading of a familiar story, act out feelings or actions of the characters in the story. **Level I AA Students will:** **EERL.2.3.** With prompting, identify a character in a familiar story. Ex. Given an array of pictures of characters from the book and classmates, chooses a picture of the character in the story. Ex. With prompting during shared reading of a familiar story, use a two location voice output device programmed with *happy* and *sad* to label the feelings of characters in the story.
Craft and Structure. **RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and	**EERL.2.4.** Identify rhyming words or repeated phrases in a familiar story, poem, or song.	**Level IV AA Students will:** **EERL.2.4.** Identify rhyming words or repeated phrases in a story, poem, or song. Ex. While listening to a story, poem, or song containing rhyming words, identify two words that rhyme. Ex. While following along as the teacher reads a familiar poem, identify repeated phrases.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
meaning in a story, poem, or song.		**Level III AA Students will:** **EERL.2.4.** Identify rhyming words or repeated phrases in a familiar story, poem, or song. Ex. During a shared reading of a familiar story, poem, or song, identify a word or picture that rhymes with a word read by the teacher (e.g., After shared reading of *Is Your Mama a Llama?*, "Point to the word/picture that rhymes with mama."). Ex. During a shared reading of a familiar story, poem, or song, indicate when he or she hears the rhyming words (e.g., The student activates voice output device to say "Hey, that rhymes!"). **Level II AA Students will:** **EERL.2.4.** Complete an open-ended phrase with a word within a familiar story, poem, or song. Ex. During shared reading of a familiar story, song, or poem, complete a repeated phrase at the appropriate time. Ex. During shared reading of a familiar story, song, or poem, provides a rhyming word in a familiar poem or song. **Level I AA Students will:** **EERL.2.4.** With guidance and support, completes an open-ended phrase with a word within a familiar story, poem, or song. Ex. With guidance and support during shared reading sessions (e.g., the teacher uses an exaggerated pause, looks at the student, gestures toward a voice output device), complete a repeated phrase at the appropriate time. Ex. With guidance and support during shared reading sessions (e.g., teacher uses an exaggerated pause, looks at the student, gestures toward a voice output device), provide rhyming word in a familiar a poem or song.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**EERL.2.5.** Determine the beginning and ending of a story.	**Level IV AA Students will:** **EERL.2.5.** After reading a story, explain what happened first and what happened last in a story. Ex. After reading a story, will manipulate pictures or sentence strips of events in the story to correctly sequence the beginning and ending from an array of four choices. **Level III AA Students will:** **EERL.2.5.** Determine the beginning and ending of a story. Ex. Presented with an array of three choices after reading a story, sequence the beginning and ending using pictures or objects. Ex. Sort key words from the story which correspond to the beginning and ending. Ex. Given pictorial representations of the events in a story, arrange them in the same sequence as the story. **Level II AA Students will:** **EERL.2.5.** Sequence two events in a story. Ex. Use a game format to pick pictures/objects out of a bag and sequence them in correct order. Ex. Presented with two choices after reading a story, will sequence the beginning and ending using pictures or objects. Ex. Given two choices, will indicate which happened first. **Level I AA Students will:** **EERL.2.5.** Identify the beginning of a story. Ex. Presented with two choices while reading a story, will select the beginning using pictures or objects. Ex. Open book to beginning of the story.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**EERL.2.6.** Identify the speakers in a dialogue.	**Level IV AA Students will:** **EERL.2.6.** Identify multiple speakers in a story. Ex. Identify at least two characters having a dialogue in a story (story must contain more than one character). **Level III AA Students will:** **EERL.2.6.** Identify the speakers in a dialogue. Ex. Using a familiar story that includes dialogue, match the dialogue to the correct speaker. Ex. Given dialogue from a familiar story that is modified from *Simon Says* using the character's dialogue, match character to dialogue. (e.g., Norma Jean, Champion Jumping Bean says, "I jump on my way to school." – yes or no?) Ex. Using switches programmed to have speaker's lines in the story, listen to the switch, and identify who said the line/phrase. Ex. Identify which character said which line using switches. Ex. Use puppets/paper dolls who represent the characters to identify which character said which line. **Level II AA Students will:** **EERL.2.6.** Identify any dialogue in a story. Ex. Identify when any character is speaking in a story. **Level I AA Students will:** **EERL.2.6.** With guidance and support, attend to the dialogue while reading a story. Ex. Look at a picture of the character who is speaking while a story is being read.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Integration of Knowledge and Ideas. **RL.2.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**EERL.2.7.** Use illustrations in print or digital text to identify characters and settings.	**Level IV AA Students will:** **EERL.2.7.** Use illustrations in print or digital text to describe characters and settings. Ex. Point to a picture of a character in a story and explain what that picture shows about the character. Ex. Identify an illustration in the story that shows the setting and select words (print or symbols) that describe it from an array of choices. Ex. Prior to reading the story, student looks at pictures and describes where the setting takes place. **Level III AA Students will:** **EERL.2.7.** Use illustrations in print or digital text to identify characters and settings. Ex. Given three illustrations, select the one that depicts the setting in the story. Ex. Find an illustration in the book that shows a specified character. **Level II AA Students will:** **EERL.2.7.** Find the character in an illustration from a familiar text. Ex. During shared reading of a familiar text when the teacher stops at a page with an illustration that includes a specified character, point to the character. **Level I AA Students will:** **EERL.2.7.** Attend to illustrations in the text during shared reading. Ex. Visually attend to the illustration when the teacher holds up the book for the student to see. Ex. Visually attend to the book during shared reading.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RL.2.8. (Not applicable to literature)	**EERL.2.8.** N/A	
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**EERL.2.9.** Identify similarities in two versions of the same story.	**Level IV AA Students will:** **EERL.2.9.** Identify similarities and differences between two versions of the same story. Ex. Using the story of *The Three Little Pigs* and *The Three Little Javelinas* – identify how the two stories are the same and how they are different. Ex. When asked prior to shared reading to listen for parts of the book that are the same and different from another book, stop reader when similar and different parts are read or use a two message voice output device to say, "same" or "different." **Level III AA Students will:** **EERL.2.9.** Identify similarities in two versions of the same story. Ex. When listening to the second of two versions of the same story, says "same" when similar elements are read. Ex. Uses a single message voice output device to say, "same" during shared reading of the second of two versions of the same story. Ex. Finds pages in two versions of the same story that show something that is the same. **Level II AA Students will:** **EERL.2.9.** Identify two versions of the same story. Ex. Find two books that are different versions of the same story from a collection of books. Ex. When the teacher is reading a book (e.g., *I Went Walking),* the student says, "That book is like <title of other book>." (e.g., *Brown Bear, Brown Bear).*

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. When the teacher has finished reading a book, student goes to classroom library and brings back another book that is another version of the same story. **Level I AA Students will:** **EERL.2.9.** With guidance and support, identify two versions of the same familiar story. Ex. With guidance and support, point to a second book that is about the same story (e.g., During shared reading of a familiar story, the teacher provides guidance and support to help the student identify another familiar book from a choice of two that is a different version of the same story.).
Range of Reading and Level of Text Complexity. **RL.2.10.** By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**RL.2.10.** **This Literature Essential Element references all elements above.	

Second Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RI.2.1.** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.	**EERI.2.1.** Answer *who* and *what* questions to demonstrate understanding of details in a familiar text.	**Level IV AA Students will:** **EERI.2.1.** Ask and answer questions using the text for supportive evidence. Ex. Given a daily activity sheet, ask questions about what to do next. Ex. Given a set of directions to complete a task, answer when asked, "What do we do next?" **Level III AA Students will:** **EERI.2.1.** Answer *who* and *what* questions to demonstrate understanding of details in a familiar text. Ex. Given a set of familiar directions, answer questions about who follows the directions and what is one thing to do to complete the task. **Level II AA Students will:** **EERI.2.1.** Answer *what* questions to demonstrate understanding of details in a text. Ex. Given the instructions for a model plane/car, birdhouse, or other craft project, identify what would happen if they did not use glue (or another key ingredient). **Level I AA Students will:** **EERI.2.1.** With guidance and supports, identify a detail in a text or illustration. Ex. Shown a calendar, point to any date.
RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within	**EERI.2.2.** Identify the topic of the text.	**Level IV AA Students will:** **EERI.2.2.** Identify the topic and a detail of the text. Ex. Given the steps to complete a project, retell key steps of the project (i.e. glue for the construction of a model car).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
the text.		**Level III AA Students will:** **EERI.2.2.** Identify the topic of the text. Ex. From three options, identify the topic of a series of directions (e.g., Would the title be *Making a Cake*, *Building a Birdhouse*, or *Riding the Bus*?). **Level II AA Students will:** **EERI.2.2.** Retell the title of a text. Ex. After reading the title and steps for a series of directions, repeat the title. **Level I AA Students will:** **EERI.2.2.** Indicate a portion of a text. Ex. Given a set of directions, point to any step or the title.
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**EERI.2.3.** Sequence at least two steps in a procedure or ideas/incidents in an event.	**Level IV AA Students will:** **EERI.2.3.** Identify the order of steps in a sequence containing multiple steps. Ex. Given a recipe, put the materials and tools needed for each step in order (e.g., To make brownies, put the ingredients first; then the measuring tools, bowl, and stirring spoon next; and the brownie pan last.). **Level III AA Students will:** **EERI.2.3.** Sequence at least two steps in a procedure or ideas/incidents in an event. Ex. Given three directions to complete a task (take the mail to the office, collect the lunch count, etc.) and the first direction, use sequence strips to order the remaining steps in the procedure correctly.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level II AA Students will: **EERI.2.3.** Identify the next step in a two-step procedure or ideas/incidents in an event. Ex. Given the first picture, correctly order pictures or sequence strips into "First, ____; then, ____" as needed to complete a procedure. **Level I AA Students will:** **EERI.2.3.** With guidance and support, identify first step in a procedure or first idea/incident in an event. Ex. Look or attend to the first picture in a sequence of events.
Craft and Structure. **RI.2.4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.	**EERI.2.4.** Identify words related to a topic of a text.	**Level IV AA Students will:** **EERI.2.4.** Define words and phrases related to a topic of a text. Ex. Complete a fill-in-the-blank phrase with pictures or words, demonstrating comprehension of the word. Ex. Match word meanings to the words in the text. **Level III AA Students will:** **EERI.2.4.** Identify words related to a topic of a text. Ex. Complete fill-in-the-blank phrases when provided with a word bank of written words or pictures. Ex. Select pictures from choices that relate to a text. **Level II AA Students will:** **EERI.2.4.** Categorize words by topic of text. Ex. Selects words that relate to time after examining a schedule. Ex. After reading *The Planets in our Solar System*, sort words and phrases based on the relationship to the text (i.e., Mercury, Mars, and the sun would go with the book, while candy, elephants, and windmills would not).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERI.2.4.** With prompts and supports, label words and phrases by topic of text. Ex. Word/picture sorts. Ex. After reading *The Planets in our Solar System*, students place the correct pictures on the illustrations (matching).
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	**EERI.2.5.** Locate facts or information in a familiar text.	**Level IV AA Students will:** **EERI.2.5.** Use text features to locate facts or information in a familiar text. Ex. Using the title and table of contents, identify facts or information in a familiar text. Ex. Match the caption that best describes the picture in the text. **Level III AA Students will:** **EERI.2.5.** Locate facts or information in a familiar text. Ex. In a shared reading activity, indicate the title to answer questions such as "Tell me what this book is going to be about." Ex. Identify the day of the week on a calendar. **Level II AA Students will:** **EERI.2.5.** With guidance and support, recognize that books have titles. Ex. With guidance and support, locate the title on the front cover of a book. **Level I AA Students will:** **EERI.2.5.** With guidance and support, indicate a book or another text. Ex. Point to a book when presented with a book and a calendar and asked, "Which one is a book?"

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**EERI.2.6.** Identify purpose of a text.	**Level IV AA Students will:** **EERI.2.6.** Explain why a text is important or useful. Ex. After reading *Ruby Bridges*, explain why the story is important. **Level III AA Students will:** **EERI.2.6.** Identify the purpose of a text. Ex. Answer questions about bibliographies, such as, "Why did the author want to tell the story of Ruby Bridges?" Ex. Given three choices, select the purpose of the text – to help us understand Ruby Bridges, to help us know about buses, or to help us wear shoes. **Level II AA Students will:** **EERI.2.6.** Identify two or more reasons the text is interesting or useful to them. Ex. After listening to *Ruby Bridges*, select two picture cards that represent interesting information from the text. **Level I AA Students will:** **EERI.2.6.** With guidance and support, identify one aspect of the text that is liked. Ex. Using objects that represent parts of a text, indicate preferred part.
Integration of Knowledge and Ideas. **RI.2.7.** Explain how specific images (e.g., a diagram showing how a machine	**EERI.2.7.** Demonstrate understanding of how images relate to a familiar informational text.	**Level IV AA Students will:** **EERI.2.7.** Understands the concepts that images convey in relationship to an informational text. Ex. Answer questions such as, "What did you learn about water from seeing the photo of the drop splashing?" in *A Drop of Water*?

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
works) contribute to and clarify a text.		**Level III AA Students will:** **EERI.2.7.** Demonstrate understanding of how images relate to a familiar informational text. Ex. Generate images to accompany a given text (e.g., Click on computer graphics to select image related to familiar text or use pre-cut items to glue and create an image that relates to a familiar text.). **Level II AA Students will:** **EERI.2.7.** Identify images that relate to an informational text. Ex. Given two images, identify which one relates to a presented text. **Level I AA Students will:** **EERI.2.7.** With guidance and support, locate an image that represents a concept in an informational text. Ex. Select a familiar icon to put on daily calendar to represent a typical activity.
RI.2.8. Describe how reasons support specific points the author makes in a text.	**EERI.2.8.** N/A (See EERI.2.1.)	
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	**EERI.2.9.** Identify a common element between two texts.	**Level IV AA Students will:** **EERI.2.9.** Identify similarities in two texts on the same topic. Ex. When asked "What are these two stories about?," respond "girls." Ex. Read *World Without Fish* and *Energy Island* and identify something that is the same (pollution, earth, what we can do, etc.). **Level III AA Students will:** **EERI.2.9.** Identify a common element between two texts.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. During shared reading of passages from *World Without Fish* and *Oceana: Our Endangered Oceans,* identify one picture that represents a common element (ocean, fish, water, etc.). **Level II AA Students will:** **EERI.2.9.** Identify two informational texts that are the same. Ex. Given three illustrated menus with one being significantly different from the other two being identical, select the two that are the same. Ex. Given two identical weather charts and a calendar and asked which two are the same, select weather charts. **Level I AA Students will:** **EERI.2.9.** With guidance and support, identify two informational texts on the same topic. Ex. During shared reading of a familiar text, the teacher provides guidance and support to help the student identify another familiar text (from a choice of two) that is on the same topic.
Range of Reading and Level of Text Complexity. **RI.2.10.** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with	**EERI.2.10.** **This Informational Text Essential Element references all elements above.	

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
scaffolding as needed at the high end of the range.		

Second Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Phonics and Word Recognition. **RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels.	**EERF.2.3.a-c.** Apply letter-sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations.	**Level IV AA Students will:** **EERF.2.3.a-c.** Use letter-sound associations in efforts to decode and spell words. Ex. During a shared writing activity, the student identifies the first letter required to write a word spoken by the teacher. Ex. In independent writing, selects letters that reflect the initial letter in words that label a picture or match the topic. **Level III AA Students will:** **EERF.2.3.a-c.** Apply letter-sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations. Ex. Given a sound spoken by an adult during a shared writing activity, say or point to the letter. Ex. During a shared reading or writing activity, the teacher points to a letter and the student says the associated sound. **Level II AA Students will:** **EERF.2.3.a-c.** In context, identify any letter-sound association. Ex. When asked to write own name, indicates the sound of the initial letter. Ex. During a shared writing activity of an alphabet book, indicates the letter that goes with a sound produced by a teacher. **Level I AA Students will:** **EERF.2.3.a-c.** Explores letter-sound associations. Ex. Uses a talking word processor that provides individual letter name and sound feedback to type.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.	**EERF.2.3.d-e.** Identify the beginning sound of familiar words beginning with a single consonant sound.	**Level IV AA Students will:** **EERF.2.3.d-e.** Uses knowledge of initial consonant sounds in efforts to spell words. Ex. During a shared writing activity, the student identifies the first letter required to write a word spoken by the teacher. Ex. In independent writing, selects letters that reflect the initial letter in words that label a picture or match the topic. **Level III AA Students will:** **EERF.2.3.d-e.** Identify the beginning sound of familiar words beginning with a single consonant sound. Ex. Asked what the first sound in *cat* is, responds with "kuh" sound. Ex. Asked to indicate which word from two choices (*dog* and *cat*) begins with "duh" sound, points to *dog*. **Level II AA Students will:** **EERF.2.3.d-e.** Identify words that begin with a single-consonant phoneme that is spoken by an adult. Ex. Given an array of pictures labeled by an adult, identify the picture that begins with the letter-sound spoken by the adult. **Level I AA Students will:** **EERF.2.3.d-e.** Point to pictures as an adult labels them. Ex. During shared reading, the teacher shows the student an illustration and says, "Show me the car." Ex. During a morning meeting focused on planning for the day, the student identifies pictures for the class schedule.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
f. Recognize and read grade-appropriate irregularly spelled words.	**EERF.2.3.f.** Recognize 10 or more written words.	**Level IV AA Students will:** **EERF.2.3.f.** Reads 10 or more written words in a simple, connected text. Ex. Given a beginning-level reader or teacher-created text, reads the text orally, accurately identifying 10 or more words. Ex. Reads the morning message composed by the teacher using words the student can read in isolation. **Level III AA Students will:** **EERF.2.3.f.** Recognize 10 or more written words. Ex. When asked, reads 10 or more words on the classroom word wall (can point to words as they teacher calls them or reads them orally). Ex. When given a list of familiar consonant-vowel-consonant (CVC) words, successfully reads 10 or more words. **Level II AA Students will:** **EERF.2.3.f.** Recognize two or more written words. Ex. Points to the correct word when read by someone else. Ex. Matches written word to an object. **Level I AA Students will:** **EERF.2.3.f.** Recognize symbols that represent two or more common words. Ex. Recognize symbols that are part of the daily schedule. Ex. Recognize symbols that represent lunch item choices.
Fluency. **RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.	**EERF.2.4**. Read a shared-reading selection.	**Level IV AA Students will:** **EERF.2.4.** Read simple text. Ex. Reads familiar book. Ex. Reads words on schedule without the support of symbols or pictures.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		**Level III AA Students will:** **EERF.2.4.** Read a shared reading selection Ex. Read or listen to a reading selection on an age-appropriate topic. Ex. Turn pages to follow along in a reading selection. Ex. When using a recorded book, turn pages and attend to the recording. **Level II AA Students will:** **EERF.2.4.** Respond to reading selection. Ex. Responds to reading activity consistent with the content of the reading (e.g., laughs or smiles at funny reading selection). **Level I AA Students will:** **EERF.2.4.** Attend to reading selection. Ex. Maintains visual contact with reader during oral reading. Ex. Maintains attending behavior during oral reading.

Second Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Text Types and Purposes. **W.2.1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.	**EEW.2.1.** Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.	**Level IV AA Students will:** **EEW.2.1.** Select a book and write to state opinions about it and reasons to support the opinions. Ex. Select a book from the library, use a computer-based word bank to write *It's the best*, and then refer to the book to find examples of what makes it the best and writes about them. Ex. Select a text, write a word to express an opinion about it (e.g., *lk* [like]) and then adds a reason (e.g., *fne* [funny]). **Level III AA Students will:** **EEW.2.1.** Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion. Ex. Select a book from a collection of recently read books, use a multiple message communication device to say, "good book" and then add a reason, "funny." Ex. Select a book from a collection of recently read books, draw a picture of a sad face to show that he or she doesn't like it and then ask the teacher to write "too hard" under the picture. **Level II AA Students will:** **EEW.2.1.** With guidance and support, select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion. Ex. Select a book from a collection of recently read books, then the teacher will navigate through the student's multiple message communication device to reveal messages that express an opinion, then select a message communicating an opinion (e.g., "It's really good!"). The teacher asks, "What makes it good?," and the student will use the device to answer (e.g., says "boy") which the teacher interprets to mean the

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		student liked the main character who was a boy. **Level I AA Students will:** **EEW.2.1.** With guidance and support, state an opinion about a book. Ex. Look at, touch, or take a book from a selection of two when the teacher asks, "Show me your favorite," which the teacher writes (e.g., *Maria's favorite is* Goodnight Moon.). Ex. After the media specialist shows the students two books they might want to check out, look at one of them and indicate a preference (e.g., smiles).
W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**EEW.2.2.** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.	**Level IV AA Students will:** **EEW.2.2.** Select a topic and use writing to compose a message with two facts about the topic. Ex. Select a topic based on a bulletin board in the classroom about life cycles, then writes *fg* (frog), *tpl* (tadpole), and *lgs* (legs). Ex. Look through a photo album parents have sent in from home and select a picture (e.g., the beach) and then writes about it using an alternative keyboard (e.g., producing *bech* [beach], *sd* [sand], *sim* [swim]). **Level III AA Students will:** **EEW.2.2.** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic. Ex. Select a topic based on a bulletin board in the classroom about life cycles, then draw a picture of a frog, tell a peer to write *frog* next to the picture or add a picture of a tadpole and writes *tp*. Ex. Look through a photo album parents have sent in from home and select a picture of the beach and then dictate a fact about the picture for the teacher to write: "The beach is hot." or "The beach has water."

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		Level II AA Students will: **EEW.2.2.** With guidance and support, select a topic and use drawing, dictating, or writing to compose a message with one fact about a topic. Ex. Given a familiar topic such as a favorite TV show, draw a picture of a character in the show and complete a frame sentence using a word bank: "<Name of character> is <one fact>." (e.g., "Barney is purple." or "Barney is happy."). Ex. Given a topic from a recently completed classroom activity, within a small group tell the teacher one thing that happened during the activity as the teacher writes a repeated line of text, *One thing we did was . . . . Another thing we did was . . . . We also did . . . .* **Level I AA Students will:** **EEW.2.2.** With guidance and support, select a topic. Ex. Working with a group of peers, select the topic each peer will write about from a choice of two or more. Ex. Select the topic for a shared writing activity from two or more choices offered by the teacher.
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	**EEW.2.3.** Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.	**Level IV AA Students will:** **EEW.2.3.** Select an event or personal experience and write a message about it. Ex. Choose to write about going to a soccer game and use a computer to write *wat Jay socr [what Jay soccer].* Ex. Look through digital photos the teacher took while the children completed a class project, select a picture and then write a comment to go with the picture.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level III AA Students will: **EEW.2.3.** Select an event or personal experience and use drawing, writing, or dictating to compose a message about it. Ex. Draw a picture about his or her brother's soccer game, asks the teacher to write his or her brother's name, and then signs own name to the picture. Ex. Look through digital photos that the teacher took while the children completed a class project, select a photo and dictate a message for the teacher to write. Ex. Following an in-class cooking experience, name the activity (e.g., "Mkg Ckes" [Making Cookies]), describing what was done (e.g., "Mak sgr ckz" [We make sugar cookies.]), describing how it felt (e.g., "Do stke" [The dough was sticky.]), and telling how they liked it (e.g., "Likem." [I liked them.]). **Level II AA Students will:** **EEW.2.3.** Draw, write, or dictate to compose a message about a personal experience. Ex. Tell the teacher about a trip to the pet shop and draw a picture of it when asked. Ex. When the teacher displays a picture of the student working with peers to complete a class project, dictate a message to go with it. Ex. Following an in-class cooking experience, use a teacher-provided template to name the activity (e.g., "Mkg Ckez" [Making Cookies]), and tell how they liked it (e.g., "Likem." [I liked them.]). **Level I AA Students will:** **EEW.2.3.** With guidance and support, communicate about a personal experience.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. After the teacher talked with the student about going to an activity (e.g., his or her brother's soccer game) and asks, "Was it good?" The student indicates answer (e.g., indicate *no* by looking down) and the teacher writes in the student's journal (e.g., *Tamika went to her brother's soccer game. It was not fun.*). Ex. After the teacher works with the student to review the events in his or her schedule for the day, points to and labels each of the visual supports, and asks, "Did you do it?" The student indicates an answer (e.g., indicate *yes* by smiling), and the teacher writes *Brian did art,* in his home-school journal.
Production and Distribution of Writing. **W.2.4.** (Begins in grade 3)	**EEW.2.4.** (Begins in grade 3)	
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**EEW.2.5.** With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.	**Level IV AA Students will:** **EEW.2.5.** With guidance and support from adults and peers, add more information and make one correction to own writing to strengthen the message. Ex. Share some writing with a peer who helps the student add more by dictating the spelling of words the student wants to add. Ex. Add information to a previous writing activity with peer assistance (e.g., Look through his or her writing folder and select a story the student started the previous week. After sharing it with peers, they help the student think of information to add and help him or her add it.). Ex. After writing about a favorite story, and being directed by teacher to look in the book for more details, adds additional facts.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level III AA Students will: **EEW.2.5.** With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message. Ex. Add information created in science center and add information with peer assistance (e.g., The student shares a picture he or she has drawn of the leaves in a science center with some peers. The peers point out details on the leaves and suggest that the student adds the details to the picture and he or she does.). Ex. Dictate a sentence for the teacher to write. When the teacher asks for clarification (e.g., "Tell me when that happened."), dictates more to clarify. **Level II AA Students will:** **EEW.2.5.** With guidance and support from adults or peers, add more information to own drawing, dictating, or writing when asked. Ex. Add information to drawing with peer assistance (e.g., The student shares a picture he or she has drawn with some peers when they make suggestions that he or she add more and the student adds more random marks to the picture.). Ex. Dictate a sentence for the teacher to write. When the teacher asks, "Tell me more," adds more. **Level I AA Students will:** **EEW.2.5.** With guidance and support from adults or peers, use drawing, communication, or writing tools to communicate a message. Ex. Use a single message voice output device to tell a peer, "Read it to me." while students are sharing group writing and when invited to contribute his ideas, makes marks on the paper. Ex. Use a computer-based paint program to draw about a favored activity.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Select keys on an alternate keyboard to write a note to a friend.
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**EEW.2.6.** With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.	**Level IV AA Students will:** **EEW.2.6.** Use technology to produce and publish writing. Ex. Use a combination of pictures, word banks, and letter-by-letter spelling to produce a list of peers who worked on the project so it can be hung up with the project. Ex. Use a talking word processor with word prediction software to write words and phrases about himself or herself for inclusion in a class book, *When We Were Babies*. **Level III AA Students will:** **EEW.2.6.** With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing. Ex. Use an alternative keyboard preprogrammed by the teacher with words and phrases to write a response to a book to publish in the class' book of book reviews. Ex. Work with a peer to choose words from word banks and spell words to write about himself or herself for inclusion in a class book, *When We Were Babies*. Ex. With guidance and support, use assistive technology to write back and forth with a parent volunteer in a digital written conversation environment (e.g., e-mail, text message). **Level II AA Students will:** **EEW.2.6.** With guidance and support from adults and peers, use technology to produce writing. Ex. Working with a peer, use an alternative keyboard preprogrammed by

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		the teacher with words and phrases to write about a book. Ex. Work with a peer to choose words from word banks and spell words to write about himself or herself. **Level I AA Students will:** **EEW.2.6.** With guidance and support from adults and peers, explore writing technologies. Ex. Take turns selecting preprogrammed messages from an alternative keyboard and listen as the message is read/typed by a talking word processing program. Ex. Use a single switch with scanning to select letters of the alphabet on an onscreen keyboard.
Research to Build and Present Knowledge. **W.2.7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	**EEW.2.7.** Participate in shared writing projects - communicate a message to add information.	**Level IV AA Students will:** **EEW.2.7.** Participate in shared writing and research projects. Ex. Identify pictures and words to include in a shared research project on a familiar topic. Ex. Select the topic of the research project and choose words or ideas to include. Ex. Read along with one or more talking digital books about fish, and with a peer, write two interesting facts about each. Ex. Select the topic of the research project, invite a peer to join in the research, gather three books on the selected topic from the library, read and listen to them together, and write one or two ideas learned (e.g., Fsh la egz. Fsh hv fnz. [Fish lay eggs. Fish have fins.]). **Level III AA Students will:** **EEW.2.7.** Participate in shared writing projects - communicate a message to add information.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Select a book on a topic related to a shared research project from a collection identified by peers and identify pictures that relate to the topic being researched, share them, and have peers write and read aloud text to accompany them. Ex. Read and listen with a peer to two electronic books selected by the teacher in a digital reading environment and with a keyboard with alphabet and whole word access type letters, words, or sentences about what they learn (e.g., Katz r mamls. Bab catz r kitns. [Cats are mammals. Baby cats are kittens.]). **Level II AA Students will:** **EEW.2.7.** With guidance and support, participate in shared writing and research projects. Ex. With guidance and support from the teacher, select a book from a choice of two related to the shared research project and identifies pictures that relate to the topic being researched which a peer writes on the collaborative document and reads aloud. Ex. Given a premade set-up on an alternative keyboard or onscreen keyboard, select words and pictures to add to a shared research and writing project. Ex. Type letters as they are dictated by a peer to add content to a shared writing project and then dictate known letters to a peer to type in order to add content to a shared writing project. **Level I AA Students will:** **EEW.2.7.** With guidance and support, select pictures, words, or objects related to a shared research project. Ex. Given a multimedia presentation of words and pictures related to a shared research project, use a switch to advance through the pictures

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		looking and/or listening to the words and pictures and select one, which a peer, aide, or teacher will write in the shared research project. Ex. Use a touchscreen to scroll through pictures related to the topic of a shared research project and select one, which a peer, aide, or teacher will write in the shared research project and read aloud. Ex. Explore a bin full of objects and artifacts related to a shared research project and select one, which a peer, aide, or teacher will write in the shared research project.
W.2.8. Recall information from experiences or gather information from provided sources to answer a question. **W.2.9. (**Begins in grade 4)	**EEW.2.8.** Identify information related to personal experiences and answer simple questions about those experiences. **EEW.2.9.** (Begins in grade 4)	**Level IV AA Students will:** **EEW.2.8.** Recall information related to personal experiences and answer simple questions about those experiences. Ex. Working with the teacher during shared writing, recall information from a class project that the teacher writes on the board; then use the information to answer the teacher's questions. Ex. Work with peers to recall information from a field trip and use the information to answer questions (e.g., The teacher gives small groups of children a list of questions to answer about a field trip, the student works with peers to recall information about the field trip and then uses that information to answer the questions). Ex. Listen to an electronic book with a peer and draw, write, or dictate answers to *who*, *what*, and *where* questions about the text. **Level III AA Students will:** **EEW.2.8.** Identify information related to personal experiences and answer simple questions about those experiences. Ex. Identify from a list of things that happened on a field trip to answer questions (e.g., The teacher gives small groups of children a list of questions to answer about a field trip, peers read the questions one-at-a-

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		time, make a list of what they remember, ask the student to identify which things he or she remembers, and then use that information to answer the questions.). Ex. After the teacher prepares a set-up on an interactive whiteboard for students to use in recoding their experiences from a science project, identify the pictures that reflect what happened and then move them to the correct location to respond to the teacher's questions. Ex. Use a picture/label schedule to recall the activities of the day and answer the question, "What did you do today?" for their parents in the home/school journal. **Level II AA Students will:** **EEW.2.8.** With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences. Ex. Working with the teacher, select a book purchased at a recent book fair so the teacher can write down the name and then answer the teacher's question when she asked, "Do you like the book?" Then, place a check in the *like* column. Ex. Working with a small group and the teacher, identify supplies from those assembled on the table that were used in completing a group project (e.g., glue, tape, scissors, paper) so the teacher can add them to the list and then respond to the teacher's question when she asks, "Did you finish?" Ex. Use a picture/label schedule to identify the next activity of the day by answering *what* questions (e.g., What is after math? What is next? What is first today?).

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		Level I AA Students will: **EEW.2.8.** With guidance and support from adults, identify information related to personal experiences and preferences. Ex. Working with the teacher, identify a picture of a center completed earlier in the day to answer yes or no to the question, "Did you <listen to a story> this morning?" After which, the teacher will write in the home-school journal, "Allison listened to a story this morning." Ex. Working with a small group of peers and the teacher, identify objects and artifacts from a personal experience that will then be labeled appropriately by the teacher (e.g., Science things: rocks, leaves, twigs).
Range of Writing. **W.2.10.** (Begins in grade 3)	**EEW.2.10.** (Begins in grade 3)	

Second Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Comprehension and Collaboration. **SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	**EESL.2.1.** Participate in conversations with peers and adults in small groups. a. Engage in multiple-turn exchanges with peers and adults in small groups.	**Level IV AA Students will:** **EESL.2.1.a.** Engage in multiple-turn exchanges with peers in small groups. Ex. After shared reading of a story, take two or more conversational turns to communicate with peers about favorite parts of the story. Ex. During literacy center time, take multiple turns with peers talking as they work sorting picture and word cards. **Level III AA Students will:** **EESL.2.1.a.** Engage in multiple-turn exchanges with peers and adults in small groups. Ex. After shared reading of a fable in a small group, take turns talking about the fable with the teacher's involvement. Ex. During lunchtime, communicate about the weekend taking multiple turns with peers and adults who are sitting at the table. **Level II AA Students will:** **EESL.2.1.a.** Engage in multiple-turn exchanges with individual peers. Ex. While at a literacy center working with letters and words when a peer hands the student a letter and says, "You need this one?," and the student replies, "No, b!" The peer finds a letter b and says, "This one?" The student replies, "Yeah, b." Ex. When the snack helper asks, "What do you want?" and holds up the white milk and chocolate milk, look directly at the chocolate milk. The peer acknowledges, "Okay, chocolate." and the student uses sign language to say, "Thank you." The peer replies, "You're welcome." **Level I AA Students will:** **EESL.2.1.a.** Communicate directly with an adult.

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		Ex. Select from an array of pictures to indicate a favorite character in a story. Ex. Look at the carton of chocolate milk when a teacher holds up a carton of white milk and a carton of chocolate milk and asks, "What do you want?" Ex. Hand a teacher a picture of a desired toy to request an object during center time.
b. Build on others' talk in conversations by linking their comments to the remarks of others.	**EERF.2.1.b.** Build on comments or topics initiated by adults and peers.	**Level IV AA Students will:** **EESL.2.1.b.** Engage in multiple-turn exchanges that build on comments or topics initiated by adults or peers. Ex. Offer own opinion about a fable that builds on the opinion of a peer (e.g., Peer says, "I didn't like it." The student replies, "Me either.") and then continue as peer replies (e.g., "It was boring.") by adding more (e.g., "Yeah, boring."). Ex. During center time, a peer starts talking about the project he is making (e.g., "I'm gonna make a big one.") and student adds (e.g., "I want one.") when the peer replies (e.g., "You can make a big one."), continue the exchange (e.g., "too hard."). **Level III AA Students will:** **EESL.2.1.b.** Build on comments or topics initiated by adults and peers. Ex. Offer a comment about a fable read in a small group that shows agreement or disagreement with a peer (e.g., "It wasn't scary." "I liked it more."). Ex. During snack time when a peer starts talking about a favorite TV show, add more by selecting the name of their favorite show from a multiple message communication system.

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		Level II AA Students will: **EESL.2.1.b.** Build on comments or topics initiated by an adult. Ex. When given a choice of symbols or icons representing *happy*, *sad*, and *so-so* faces, select one that shows opinion of story when asked by the teacher. Ex. When a teacher starts talking about what the class should do after lunch, say, "Outside!" **Level I AA Students will:** **EESL.2.1.b.** With guidance and support, build on comments or topics initiated by an adult. Ex. Select a happy or sad face when the teacher says, "We are telling how we feel about the story. If you liked it, touch happy. If you didn't like it, touch sad." (the teacher models each). Ex. Use a single message voice output device to say, "I know something about that." when a teacher makes a comment about the book during shared reading.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	**EESL.2.1.c.** Ask questions related to a prescribed topic or text.	**Level IV AA Students will:** **EESL.2.1.c.** Ask questions to seek further information/explanation related to a prescribed topic or text. Ex. After reading a fable in class, ask the teacher, "Why didn't the rabbit win the race?" Ex. After the adult says the class has to stop center time early and clean up, the student asks, "Why?" **Level III AA Students will:** **EESL.2.1.c.** Ask questions related to a prescribed topic or text. Ex. During shared reading of a fable, ask "What is that?" (pointing to the

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		tortoise). Ex. Use a multiple message voice output device to ask, “Who?” when the teacher explains that the class will have a special visitor coming to class today. **Level II AA Students will:** **EESL.2.1.c.** With guidance and support, ask questions related to a prescribed topic or text. Ex. Given a choice of two questions recorded on single message voice output device (e.g., “What happens next?” and “”Why did she do that?”) and support from the teacher who models by saying, “I wonder what will happen next.” or “I wonder why she did that.,” select a question to ask. Ex. Ask, “How are you today?” during morning group, after several students have asked the question, “How are you today?” **Level I AA Students will:** **EESL.2.1.c.** With guidance and support, use question words (*who*, *what*, *when*, *where*, *why*, or *how*) to communicate with others. Ex. Given a single message voice output device with the single word, *why* during a shared reading activity with an informational text, hit the switch to say “why?” Ex. During morning meeting time when the teacher is explaining the calendar to the group, she exaggerates when asking, “Do you know what we’re going to do then?,” the student hits a single message voice output device to say, “What?”

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SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**EESL.2.2.** Ask and answer questions about key details from a text read aloud or information presented orally or through other media.	**Level IV AA Students will:** **EESL.2.2.** Recount key details from a text read aloud or information presented orally or through other media. Ex. After hearing the story of Ruby Bridges read aloud, describe Ruby as a brave, young Black girl. Ex. Say, "Ruby really wanted to go to school." when asked to identify an important event in the story. **Level III AA Students will:** **EESL.2.2.** Ask and answer questions about key details from a text read aloud or information presented orally or through other media. Ex. Pick from choices to answer questions about key details presented in a story read aloud (e.g., "What did Ruby want to do?"). Ex. Answer yes or no question about a story that was read aloud (e.g., Indicates correct response when asked if Ruby went to school.). **Level II AA Students will:** **EESL.2.2.** With guidance and support, answer questions about key details from a text read aloud or information presented orally or through other media. Ex. Answer yes or no questions about a key detail presented in a story read aloud after the teacher rereads the paragraph or page where the key detail is stated. Ex. Select the picture symbol from an array to answer a question about a video clip after the teacher stops the video on the key scene. **Level I AA Students will:** **EESL.2.2.** With guidance and support, answer questions about a text read aloud or information presented through other media.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. After listening to the story of Ruby Bridges and looking carefully at the pictures, point to a picture of Ruby when asked, "Where is Ruby?"
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	**EESL.2.3.** Answer questions about what a speaker says.	**Level IV AA Students will:** **EESL.2.3.** Ask and answer questions about what a speaker says. Ex. Ask, "What did she say?" to request repetition of something someone said to them. Ex. Answer, "To lunch" when asked where the class is going next. **Level III AA Students will:** **EESL.2.3.** Answer questions about what a speaker says. Ex. Repeat the directions when a teacher asks, "What do you need to do next?" Ex. Answer the question, "What do you want?" after the person working the lunch line states the options. **Level II AA Students will:** **EESL.2.3.** With guidance and support, answer questions about what a speaker says. Ex. When the teacher asks, "What do you need to do next?" and given a choice of two of the steps, the student identifies the next step. Ex. After the teacher assigns daily jobs to students (e.g., line leader, weather reporter, deliver attendance to the office), student identifies one of two or three symbols that represents his/her job for the day. **Level I AA Students will:** **EESL.2.3.** With guidance and support, respond when asked a question. Ex. When asked, "What do you want?," look at the objects being offered by the teacher.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. When asked, "Where should we go?," look at the door to the classroom.
Presentation of Knowledge and Ideas. **SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**EESL.2.4.** Identify a photograph or object that reflects a personal experience and tell one detail about it.	**Level IV AA Students will:** **EESL.2.4.** Identify a photograph or object that reflects a personal experience and describe it. Ex. Select a photo of a trip to a waterpark. Use the photo to tell about the park (e.g., who was there or favorite part of the park). Ex. Select a photo from a family trip to the park and use the picture to tell about what happened. **Level III AA Students will:** **EESL.2.4.** Identify a photograph or object that reflects a personal experience and identify one detail about it. Ex. Use a photo to identify a trip to the water park and point out the slide in the picture. Ex. Select a photo from a family trip to the park and tell about one thing that happened (e.g., "picnic," "hotdogs"). **Level II AA Students will:** **EESL.2.4.** Identify a photo or object that reflects a personal experience. Ex. Select a picture of a trip to the water park from a set of four photos when asked "Where did you go Saturday?" Ex. Select a photo of self holding an art project and when asked "What did you make?" **Level I AA Students will:** **EESL.2.4.** With guidance and support, identify a photo or object of self engaged in an activity.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. With guidance and support, eye gaze to a picture of a trip to the water park.
SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	**EESL.2.5.** Select a visual, audio, or tactual representation to depict an experience, thoughts, or feelings.	**Level IV AA Students will:** **EESL.2.5.** Produce a visual, audio, or tactual representation to depict an experience, thoughts, or feelings. Ex. Produce a collage that shows all of the attractions at the water park and dictate a caption for it (e.g., *fun birthday*). Ex. Compile a play list of music to go with a slide show of photos from a class trip. **Level III AA Students will:** **EESL.2.5.** Select a visual, audio, or tactual representation to depict an experience, thoughts, or feelings. Ex. Select from choices the pictures of the trip to the water park that depict the experience. Ex. Select a tactual material from a box of materials to represent how they feel about a new activity in P.E. **Level II AA Students will:** **EESL.2.5.** Select a picture or tactual representation to accompany a story. Ex. After creating a predictable chart (*I like <food>.*) with the class during shared writing, select a picture to go with his page in the book (e.g., the student looks through a magazine to choose a picture). Ex. During shared reading of a text, select a tactual material from a box of materials to represent the text on one page of the story.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EESL.2.5.** With guidance and support, select a picture to accompany a story. Ex. With guidance and support after creating a predictable chart (*I like <food>.*) with the class during shared writing, the student selects a picture to go with his page in the book from a small set of pictures provided by the teacher. Ex. With guidance and support during shared reading of a text, student selects a tactual material from a box of materials to represent the text on one page of the story from a small set of tactuals provided by the teacher.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**EESL.2.6.** Communicate to provide clarification.	**Level IV AA Students will:** **EESL.2.6.** Communicate own thoughts, feelings, and ideas to provide details or clarification. Ex. When asked, "Why did you go to the water park?," answer, "My birthday." Then, add more when asked, "Why did you pick it?" by saying, "big slide!" Ex. During a shared reading activity, point to an illustration in the book and say, "house." When the teacher asks, "What about the house?," will clarify and add detail saying, "scary house." Ex. Respond to questions to communicate and provide details about thoughts or feelings (e.g., When the teacher asks, "What's wrong?" in response to a student that is crying and looking distraught, the student uses a multiple message communication device to say, "hurt". When the teacher follows with, "What hurts?," the student points to his knee.). **Level III AA Students will:** **EESL.2.6.** Communicate to provide clarification. Ex. During shared reading, point to an illustration in the book and say, "I

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		know." When the teacher asks, "What do you know?," clarify by saying, "house." Ex. A student is crying and looking distraught, when the teacher asks, "What's wrong?" the student uses a multiple message communication device to say, "hurt." **Level II AA Students will:** **EESL.2.6**. Communicate about a specific task or experience. Ex. When asked, "What did you think about the water park?," select icon to show an emotion (e.g., happy face). Ex. During shared writing, select a picture of a hamburger from an array of three or more choices to complete the sentence, *I like to eat . . . .* **Level I AA Students will:** **EESL.2.6.** With guidance and support, communicate about a specific task or experience. Ex. When asked, "What did you think about the water park?" with support point to an icon from a small array of choices to show an emotion (e.g., a happy face or sad face). Ex. When during shared writing, the teacher shows two pictures and labels them saying, "You like hamburgers (points to picture) and you like hotdogs (points to picture), choose one to complete the sentence, *I like . . . ."* by looking at one of the pictures.

Second Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Conventions of Standard English. **L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a-f. (See below)	**EEL.2.1.** Communicate to convey information. a-f. Produce all letters.	**Level IV AA Students will:** **EEL.2.1.a-f.** Produce two- and three-letter words. Ex. Use a keyboard or communication device to produce two- and three-letter words (e.g., names, common nouns, words spelled with invented spelling such as *kat* for cat or *bak* for back). **Level III AA Students will:** **EEL.2.1.a-f.** Produce all letters. Ex. Use technology and tools to produce all letters. **Level II AA Students will:** **EEL.2.1.a-f.** Produce first letter in own name. Ex. Use writing tool to produce first letter of their name. **Level I AA Students will:** **EEL.2.1.a-f.** Explore letters and technology used to produce letters.
a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).	**EEL.2.1.a-b.** Use frequently occurring nouns (e.g., *mom*, *dad*, *boy*, *girl*).	**Level IV AA Students will:** **EEL.2.1.a-b.** Use a variety of nouns. Ex. Use nouns to name familiar objects. **Level III AA Students will:** **EEL.2.1.a-b.** Use frequently occurring nouns (e.g., *mom*, *dad*, *boy*, *girl*). Ex. Identify individuals using a frequently occurring noun such as *mom*, *dad*, *boy*, or *girl*, to the teacher using their routine mode of communication.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level II AA Students will: **EEL.2.1.a-b.** With guidance and support, identify symbols or objects that represent personally relevant, common nouns. Ex. Point to an object or person when named by an adult (e.g., Asked "Where is your coat?," points to it.). **Level I AA Students will:** **EEL.2.1.a-b.** Interact with symbols or objects that represent personally relevant, common nouns. Ex. Given coat and told, "Here is your coat," reach for the coat.
c. Use reflexive pronouns (e.g., *myself, ourselves*).	**EEL.2.1.c.** Use frequently occurring pronouns to refer to self and others (e.g., *we*, *they*, *him*, *her*, *them*).	**Level IV AA Students will:** **EEL.2.1.c.** Use frequently occurring pronouns correctly across contexts. Ex. Comment during a shared reading activity using frequently occurring pronouns (e.g., "They are mad.", "She is sick."). **Level III AA Students will:** **EEL.2.1.c.** Use frequently occurring pronouns to refer to self and others (e.g., *we*, *they*, *him*, *her*, *them*). Ex. Use *I* and *me* when referring to self. Ex. Use *we* when referring to self and friend. Ex. Use *he* or *him* for boy and *she* or *her* for girl when referring to another person. **Level II AA Students will:** **EEL.2.1.c.** Use the pronouns *you* and *me*. Ex. Use *me* when referring to self. Ex. Use *you* when addressing someone else.

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		Level I AA Students will: **EEL.2.1.c.** Demonstrate emerging awareness of *me.* Ex. While passing out materials for a lesson, the teacher asks, "Who wants one?" and the child puts hand on chest to indicate, *me.* Ex. Use a single message voice output device to say "me" when responding to a teacher's question or requesting something for self (e.g., Activates switch to say "me" when wanting to look at the book during shared reading.).
d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).	**EEL.2.1.d.** Use frequently occurring verbs.	**Level IV AA Students will:** **EEL.2.1.d.** Use frequently occurring, regular and irregular past tense verbs. Ex. When asked to tell about past events, the student responds appropriately with past tense verbs such as *went, saw, played,* and *watched.* **Level III AA Students will:** **EEL.2.1.d.** Use frequently occurring verbs. Ex. Uses verbs to describe actions when asked what they are doing (e.g., *run*, *play*, *eat*). **Level II AA Students will:** **EEL.2.1.d.** Use a limited amount of verbs (4-5) to make requests or respond to questions (e.g., *want*, *like*, *go*, *eat*). Ex. Use a PECS sentence strip to make a request (e.g., I want + <item>.). Ex. Say "I like it" when the teacher asks for the student's opinion about something.

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		Level I AA Students will: **EEL.2.1.d.** Demonstrate emerging understanding of the meaning of common verbs.
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	**EEL.2.1.e.** Use frequently occurring adjectives.	**Level IV AA Students will:** **EEL.2.1.e.** Use adjectives to accurately describe people, places, events, and things. Ex. Use a range of adjectives to describe a place they have visited. **Level III AA Students will:** **EEL.2.1.e.** Use frequently occurring adjectives. Ex. Use adjectives to describe the color, shape, or size of an object or person (e.g., *red*, *big*, *round*). **Level II AA Students will:** **EEL.2.1.e.** Identify adjectives that describe familiar objects. Ex. Asked, "Is the ball big or small?," responds "big" when presented with a large ball. **Level I AA Students will:** **EEL.2.1.e.** Interact with objects of different colors, shapes, and textures.
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was*	**EEL.2.1.f.** Link two or more words together in communication.	**Level IV AA Students will:** **EEL.2.1.f.** Communicate using multiple-word utterances. Ex. Communicate in sentences or phrases of three or more words. **Level III AA Students will:** **EEL.2.1.f.** Link two or more words together in communication. Ex. Use two-word sentences or phrases to communicate about an activity or event (e.g., *I run*, *he plays*, *it snows*).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
watched by the little boy).		**Level II AA Students will:** **EEL.2.1.f.** Use single words to communicate. Ex. Communicate in single words using symbols, sign, or other methods of communication used routinely by the student. **Level I AA Students will:** **EEL.2.1.f.** Respond to frequently occurring words. Ex. Look at the boy when asked, "Do you see the boy?"
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.	**EEL.2.2.** Use conventions of spelling when communicating. a. Capitalize the first letter of familiar names.	**Level IV AA Students will:** **EEL.2.2.a.** Capitalize the first letter of names. **Level III AA Students will:** **EEL.2.2.a.** Capitalize the first letter of familiar names. **Level II AA Students will:** **EEL.2.2.a.** Capitalize first letter of own name. **Level I AA Students will:** **EEL.2.2.a**. With guidance and support, recognize own name in print.
b. Use commas in greetings and closings of letters.	**EEL.2.2.b.** N/A	
c. Use an apostrophe to form contractions and frequently occurring possessives.	**EEL.2.2.c.** N/A	

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d. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).	**EEL.2.2.d.** Identify printed rhyming words with the same spelling pattern.	**Level IV AA Students will:** **EEL.2.2.d.** Sort printed rhyming words with the same spelling pattern. **Level III AA Students will:** **EEL.2.2.d**. Identify printed rhyming words with the same spelling pattern. **Level II AA Students will:** **EEL.2.2.d**. Identify rhyming words. **Level I AA Students will:** **EEL.2.2.d.** Provide a familiar rhyming word to complete a predictable, repeated line in a story.
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**EEL.2.2.e.** Consult print in the environment to support reading and spelling.	**Level IV AA Students will:** **EEL.2.2.e.** Consult print in the environment to support reading and spelling. Ex. When the teacher asks, "What word on the word wall could you use to help you spell bat?," the student says or points to the word, *at*. **Level III AA Students will:** **EEL.2.2.e**. Consult print in the environment to support reading and spelling. Ex. The teacher tells the student, "Find a word on the word wall that will help you spell bat." The student locates the word, *at*. **Level II AA Students will:** **EEL.2.2.e.** With guidance and support, consult print in the environment to support reading and spelling.

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		Ex. The teacher tells the student to look under the letter *A*, to find a word that will help you spell bat. The student points to the word, *at*. **Level I AA Students will:** **EEL.2.2.e.** Interact with print in the environment.
Knowledge of Language. **L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	**EEL.2.3.** Use informal language when communicating.	**Level IV AA Students will:** **EEL.2.3.** Use formal and informal language when communicating. Ex. Use simple complete sentences when communicating with the teacher. Ex. Combine symbols on a communication system to compose a novel utterance. **Level III AA Students will:** **EEL.2.3.** Use informal language when communicating. Ex. Use one-word responses and informal expressions when communicating. **Level II AA Students will:** **EEL.2.3.** Use symbolic language to communicate. Ex. Use words when communicating. Ex. Use one symbol representing words or short phrases to communicate an utterance. **Level I AA Students will:** **EEL.2.3.** Recognize familiar symbols. Ex. Use single pictures and signs when communicating.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Vocabulary Acquisition and Use. **L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).	**EEL.2.4.** Demonstrate knowledge of new vocabulary drawn from reading and content areas. a-b. Use newly acquired vocabulary.	**Level IV AA Students will:** **EEL.2.4.a-b.** Use newly acquired vocabulary in context. Ex. Use newly acquired vocabulary in a simple sentence or phrase in correct context. **Level III AA Students will:** **EEL.2.4.a-b.** Use newly acquired vocabulary. Ex. Use a newly acquired word in isolation correctly per its definition. Ex. Answer a question using a newly acquired word in isolation correctly per its definition. **Level II AA Students will:** **EEL.2.4.a-b.** With guidance and support, identify newly acquired vocabulary. Ex. Identify which words are new to them when listening to story or teacher directions. Ex. Ask about words that are new to them during classroom activities. **Level I AA Students will:** **EEL.2.4.a-b**. Respond when new vocabulary is used. Ex. Answer yes or no, when asked, “Is this word new?” Ex. Signal when a new word is spoken to them when directed. Ex. Answer “yes” or “no”, when asked, “Do you know what this word means?”
c. Use a known root word as a clue to the meaning of an unknown word with	**EEL.2.4.c.** Sort words into familiar categories.	**Level IV AA Students will:** **EEL.2.4.c.** Identify categories for groups of related words. Ex. Given the names of familiar animals, identify the category as *animals*. Ex. Given the names of familiar people, identify the category as *people*.

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the same root (e.g., *addition, additional*).		**Level III AA Students will:** **EEL.2.4.c**. Sort words into familiar categories. Ex. Given an array of choices of familiar plants and animals, sort into specified categories of animals and plants. **Level II AA Students will:** **EEL.2.4.c.** Identify two or more words from a single category. Ex. Given an array of choices and the category, *zoo animals,* find two or more zoo animals. **Level I AA Students will:** **EEL.2.4.c**. Attend to words from a single category. Ex. Given words or pictures of familiar animals, place them together in front of them (e.g., "Look at all of these animals. They are all animals you can see at the zoo.").
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).	**EEL.2.4.d.** N/A	
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words	**EEL.2.4.e.** Ask about an unknown word.	**Level IV AA Students will:** **EEL.2.4.e.** Ask and answer questions about unknown words. Ex. Guess at the meaning of an unknown word given the meaning of similar words. Ex. Answers a question using the word, given the definition of an unknown

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and phrases.		word (e.g., After a student hears the definition of an unknown word, the student uses that word to answer a question.). **Level III AA Students will:** **EEL.2.4.e.** Ask about an unknown word. Ex. Initiate a request for the meaning of an unknown word. **Level II AA Students will:** **EEL.2.4.e.** Indicate that a word is unknown. Ex. Signal the teacher (using speech, vocalization, gesture, or switch) to indicate when an unknown word is spoken or read. **Level I AA Students will:** **EEL.2.4.e.** Respond to words in conversations and shared reading/writing activities.
L.2.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).	**EEL.2.5.** Demonstrate understanding of word relationships. a. Identify real-life connections between words and their use (e.g., *happy:* "I am *happy*.").	**Level IV AA Students will:** **EEL.2.5.a.** Identify real-life connections between words and their use. Ex. Respond appropriately when asked to tell about something that made them happy (e.g., "I got presents on my birthday."). **Level III AA Students will:** **EEL.2.5.a**. Identify real-life connections between words and their use (e.g., *happy:* "I am *happy*."). **Level II AA Students will:** **EEL.2.5.a.** With guidance and support, identify real-life connections between words and their use. Ex. With guidance and support, connect words to feelings (e.g., The

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		teacher says, "You are smiling. Tell me why." The student says or selects a symbol to say, "happy."). **Level I AA Students will:** **EEL.2.5.a**. With guidance and support, respond to words in context. Ex. With guidance and support, demonstrate the meaning of a word (e.g., Smile when asked, "Are you happy today?").
b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	**EEL.2.5.b.** Identify the function of common nouns.	**Level IV AA Students will:** **EEL.2.5.b.** Use a common noun and its function in a sentence. Ex. Use a noun in the context of its function (e.g., "I need to drink some water."). Ex. Connect a noun to its function (e.g., "I need to cut this. Can I have scissors?"). Ex. Connect a word to its function (e.g., "I want to color. Give me a crayon."). **Level III AA Students will:** **EEL.2.5.b.** Identify the function of common nouns. Ex. Answer a question about the function of a noun (e.g., "What do we do with a fork?," responds "eat."). Ex. Match common noun to a word that describes its function (e.g., bed = sleep; chair = sit). **Level II AA Students will:** **EEL.2.5.b.** Identify nouns that match functions. Ex. Identify the name of a tool used in writing (e.g., The teacher says, "What do I need if I want to write my name? A pencil or a book?").

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		Level I AA Students will: **EEL.2.5.b**. Respond to common nouns in context. Ex. Reach for book when the teacher says, "Here is your book. Let's read."
L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	**EEL.2.6.** Use adjectives and adverbs from texts that have been read.	**Level IV AA Students will:** **EEL.2.6.** Use words and phrases acquired through interactions, being read to, and other forms of instruction. Ex. After shared reading, use words from the reading to describe people and objects (e.g., After shared reading, the student shares that he or she also has a yellow raincoat.). **Level III AA Students will:** **EEL.2.6.** Use adjectives and adverbs from text that has been read. Ex. After shared reading, repeat words from the reading to describe people and objects (e.g., After shared reading, the teacher asks, "What color was the raincoat?" and the student answers "yellow" or points to the color yellow from choices.). **Level II AA Students will:** **EEL.2.6.** Repeat words from text that has been read to them. **Level I AA Students will:** **EEL.2.6.** Mimic words spoken to them. Ex. Use a single message device with a preprogrammed message to repeat a recurring word in a book

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR THIRD GRADE

Third Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RL.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**EERL.3.1.** Answer questions to demonstrate understanding of text.	**Level IV AA Students will:** **EERL.3.1.** Ask and answer questions to demonstrate understanding of a text. Ex. While reading or listening to a text, ask a question, "Why stop?" Ex. While reading or listening to a text, answer questions about the text. **Level III AA Students will:** **EERL.3.1.** Answer questions to demonstrate understanding of a text. Ex. Select from choices the picture of a character from the story in response to the question, "Who got a new toy?" Ex. Answer question about the setting of a story, pointing to illustrations in the text to show the answer. **Level II AA Students will:** **EERL.3.1.** With prompting, answer questions to demonstrate understanding of a text. Ex. Answer question by pointing to picture/word with guidance and support (e.g., After asking the question, the teacher says, "Remember that the boy said he could put it in his backpack. Which would fit in his backpack?"). **Level I AA Students will:** **EERL.3.1.** With guidance and support, answer a question from a familiar book about a personal experience. Ex. After repeated shared readings of a book about a class activity, select the correct object when asked, "What did we make?"

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RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**EERL.3.2.** Retell stories, including fables, folktales, and myths from diverse cultures including details from the text.	**Level IV AA Students will:** **EERL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures including key details from the text. Ex. After repeated shared reading of a folktale (*The Day it Rained Tortillas*), give a recount of the tale including key details in own words. Ex. After repeated shared reading from the collection *African Myths and Folktales*, recount one or more of the myths or folktales including key details in own words. **Level III AA Students will:** **EERL.3.2.** Retell stories, including fables, folktales, and myths from diverse cultures including details from the text. Ex. After repeated shared reading of a folktale (*The Day it Rained Tortillas*), retell it including details. Ex. After repeated shared reading from the collection *African Myths and Folktales*, retell one or more of the myths or folktales including details. Ex. After repeatedly listening to and shared reading of fairy and folktales, use technology to answer questions about them. **Level II AA Students will:** **EERL.3.2.** Retell parts of stories, including fables, folktales, and myths from diverse cultures including details from the text. Ex. After repeated shared reading of a fable (e.g., *The Tortoise and the Hare*), retell any part of the story including a detail (e.g., The hare was brown.). Ex. While looking through the pages of a familiar folktale, tell about two or more pages of the book.

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		Level I AA Students will: **EERL.3.2.** With guidance and support, identify a detail from a familiar story, fable, folktale, or myth. Ex. After repeated shared reading of a familiar fable (e.g., *The Tortoise and the Hare*), identify a picture of a race to show what they were doing.
RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**EERL.3.3.** Identify the traits, motivations, or feelings of characters in a story.	**Level IV AA Students will:** **EERL.3.3.** Describe the traits, motivations, or feelings of characters in a story. Ex. After readings of *Pinocchio* and asked, "Tell me something about Pinocchio," respond, "lies." **Level III AA Students will:** **EERL.3.3.** Identify the traits, motivations, or feelings of characters in a story. Ex. During a shared reading of the book *Ramona Quimby, Age 8* respond to the question, "Was Ramona happy to be in school?" **Level II AA Students will:** **EERL.3.3.** With prompting, identify the traits, motivations, or feelings of characters in a familiar story. Ex. Use symbols (happy face, sad face), pictures, or words to identify the feelings of a specific character in a familiar story. Ex. Identify character's feelings on a "feeling chart" with illustrations or pictures. **Level I AA Students will:** **EERL.3.3.** With guidance and support, identify symbols, objects, or other tactual representations of feelings depicted in a familiar story.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Given a set of picture symbols, the teacher says, "The boy is really happy right now, show me happy. Look for the picture that shows someone smiling. We smile when we are happy."
Craft and Structure. **RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	**EERL.3.4.** Determine whether something described in the text could be true.	**Level IV AA Students will:** **EERL.3.4.** Determine which words or phrases in a text are literal versus non-literal. Ex. Use graphic organizers to sort words and phrases (e.g., non-literal = "The cow jumped over the moon."; literal = Kansas and Maine are the names of real places in *Sarah, Plain and Tall*). **Level III AA Students will:** **EERL.3.4.** Determine whether something described in the text could be true. Ex. Find phrases that would be silly (e.g., not true) in a story, such as *raining cats and dogs*. Ex. Read a variety of silly stories (e.g., *Alone in His Teacher's House*; *Wayside School is Falling Down*; *Silly Mixed Up Farm*) and identify whether elements of the story could be true (yes) or not true (no). **Level II AA Students will:** **EERL.3.4.** Identify things in the text that have happened in their own life. Ex. During shared reading of *Miss Nelson is Missing*, use a single message voice output device to say, "I did that" each time the teacher reads about something the students have done before. Ex. Given a list of events from a familiar story, student marks yes or no indicating whether they have done that before.

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		Level I AA Students will: **EERL.3.4.** With guidance and support, identify one event from a story. Ex. Given an array of pictures, choose one that matches something that happened in the story. Ex. Answering yes or no questions to respond, indicate whether an event was in the story.
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	**EERL.3.5.** Determine the beginning, middle, and end of a story.	**Level IV AA Students will:** **EERL.3.5.** Sequence the beginning, middle, and end of a story. Ex. Using picture clues or sentence strips, sequence three or more events in the correct order. Ex. Act out a story including the beginning, middle, and end in the correct order. **Level III AA Students will:** **EERL.3.5.** Determine the beginning, middle, and end of a story. Ex. Use picture clues to identify an event that occurred in the beginning, middle, or end of the story. Ex. Using a story map, fill in the beginning and end of the story. **Level II AA Students will:** **EERL.3.5.** Identify the beginning or ending of a story. Ex. Use picture clues to identify the beginning of a story. Ex. Given a story map with the beginning and middle completed, identify the ending. **Level I AA Students will:** **EERL.3.5.** With guidance and support, identify one event from a story. Ex. Given an array of pictures, choose one that matches something that

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		happened in the story. Ex. Answering yes or no questions to respond, indicate whether an event was in the story.
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	**EERL.3.6.** Identify personal point of view about a character or the narrator.	**Level IV AA Students will:** **EERL.3.6.** Explain personal point of view about a character. Ex. State what they like and do not like about a character or narrator in a story. Ex. Express feelings about a character in the story and indicate why. **Level III AA Students will:** **EERL.3.6.** Identify personal point of view about a character or narrator. Ex. Answer questions about how the students feel about the character in the story. Ex. Identify the character in the story that the students feel is most like them. **Level II AA Students will:** **EERL.3.6.** With prompts and support, state opinion about a character. Ex. Create a collage to promote a character students like. Ex. Answer the question, “Which characters do you like in the story?” and support the answer by selecting from three choices (I like *Stuart Little* because: he is small, he drives a car, and he loves his family.). Ex. Show feelings about a character using visuals (e.g., happy or sad face). **Level I AA Students will:** **EERL.3.6.** Identify a favorite character in a story. Ex. Given an array of pictures of characters in the story, select a favorite.

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Integration of Knowledge and Ideas. **RL.3.7.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	**EERL.3.7.** Identify parts of illustrations that depict a particular mood, setting, or character.	**Level IV AA Students will:** **EERL.3.7.** Identify the part of an illustration that supports mood, setting, or character as described in the text. Ex. After hearing the teacher read a portion of the text, find the part of the illustration that matches the text. **Level III AA Students will:** **EERL.3.7.** Identify parts of illustrations that depict a particular mood, setting, or character. Ex. Find the part of the illustration that shows that the character is mad (e.g., the face, a fist, red face). Ex. Find the part of the illustration that shows that the setting is gloomy (e.g., clouds, gray sky, no color). **Level II AA Students will:** **EERL.3.7.** Use illustrations to describe characters and setting. Ex. Using an illustration from the text, generate words (character and setting), which are then put into sentences and are repeatedly accessed and used in the classroom (Calhoun's Picture Word Inductive Model [PWIM]). Ex. Using an illustration of a character from the text, identify words from a list that describes how the character looks in the illustration. **Level I AA Students will:** **EERL.3.7.** With guidance and support, identify character or setting in an illustration from the text. Ex. With guidance and support, identify the illustration that shows setting. Ex. With guidance and support, identify the character from the text within an illustration.

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		Ex. Touch a picture of a character from the story, when given two illustrations, at least one of which is from the story. Ex. Touch a picture of the setting of the story, when given two illustrations, at least one of which is from the story.
RL.3.8. (Not applicable to literature)	**EERL.3.8.** N/A	
RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	**EERL.3.9.** Identify similarities in the settings of two stories by the same author.	**Level IV AA Students will:** **EERL.3.9.** Identify similarities and differences in settings of stories by the same authors. Ex. Using a graphic organizer (i.e., Venn diagram), identify similarities and differences in the setting for stories by the same author by placing the descriptive words in the appropriate position on the graphic organizer. Ex. Using a T-Chart, identify what is alike and what is different between two books by the same author. **Level III AA Students will:** **EERL.3.9.** Identify similarities in the settings of two stories by the same author. Ex. Given two stories by the same author (e.g., Louis Sachar), identify similar settings and place those settings on a graphic organizer (i.e., Venn diagram). The diagram should illustrate similarities in the setting. **Level II AA Students will:** **EERL.3.9.** Recognize that two stories have the same setting. Ex. Describe the setting in two stories and decide if they are the same or different (i.e., Narnia and Wayside Schools). Ex. Read two familiar stories and match each story with the setting (i.e., Narnia is in a forest; Wayside Schools in a building/schoolhouse).

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		Level I AA Students will: **EERL.3.9.** With guidance and support, identify the setting of a story. Ex. Touch an illustration from a story showing the setting. Ex. Identify the setting that is the same in a familiar story.
Range of Reading and Level of Text Complexity. **RL.3.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	**EERL.3.10.** **This Literature Essential Element references all elements above.	

Third Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RI.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**EERI.3.1.** Answer questions related to a familiar text.	**Level IV AA Students will:** **EERI.3.1.** Ask and answer questions using the text or illustration as evidence. Ex. Develop a graphic organizer to illustrate/answer questions from the text. Ex. Highlight supporting evidence in an informational text via text or illustrations. **Level III AA Students will:** **EERI.3.1.** Answer questions related to a familiar text. Ex. Place sticky notes next to text to answer a question written on the note. Ex. Use a highlighter to highlight a word or picture in text in answer to a question. Ex. Pick from an array, words that answer questions about a familiar text. **Level II AA Students will:** **EERI.3.1.** Answer questions related to a specific section of the familiar text. Ex. Answer a question by pointing to the detail/word in the text with prompts. Ex. Listen to directions and answer simple yes or no questions, such as "Does this part show how to bake the brownies?" **Level I AA Students will:** **EERI.3.1.** With prompts and supports, answer questions about text or illustrations. Ex. Given a map of the school they have seen before, identify the location of the classroom.

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RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	**EERI.3.2.** Identify a detail of a text.	**Level IV AA Students will:** **EERI.3.2.** Determine the key details of a text. Ex. Use a graphic organizer to demonstrate key details of an informational text. Ex. Develop a timeline for a historical event that the class read about. **Level III AA Students will:** **EERI.3.2.** Identify a detail of a text. Ex. Use guiding questions, identify a detail from a set of directions from choices (e.g., Directions for a "paper airplane." Need "glue, paper."). Ex. Use text supporting illustrations to identify a detail about the text. **Level II AA Students will:** **EERI.3.2.** With guidance and support, identify a detail of a text. Ex. Use guiding questions to identify key details. Ex. Use highlighting tape to find key details. Ex. Using wax string, encircle or underline key words or details in a text (or in a set of picture directions, identify a step). **Level I AA Students will:** **EERI.3.2.** With guidance and support, match the topic of a text. Ex. Given two pictures pick the one that is related to the text. Ex. After reading the title and steps for a series of directions, repeat the title.
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts,	**EERI.3.3.** List the progression of a series of events.	**Level IV AA Students will:** **EERI.3.3.** Compare the progression of a series of events, ideas, and concepts (historical, scientific, or technical). Ex. Using a timeline, compare the beginning of a progression to the

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or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		present (e.g., caterpillar - butterfly). Ex. After reading *From Seed to Plant*, sequence pictures in the correct order to show the growth of a seedling and match the appropriate text for size/stage of seed growth (i.e., small, medium, large or seed, seedling, plant). **Level III AA Students will:** **EERI.3.3.** List the progression of a series of events. Ex. Using a timeline, place events from an historical text in sequence. Ex. Using a graphic organizer, sequence events in a "First, Then, Then" progression. Ex. After reading *From Seed to Plant*, sequence pictures in the correct order to show the growth of a seedling. **Level II AA Students will:** **EERI.3.3.** With prompting, list the progression of a series of events given the first event. Ex. Given three directions to complete a task and the first direction, use sequence strips to order the remaining steps in the procedure correctly. Ex. After repeated readings about Lewis and Clark's expedition, place three pictures in sequence to represent progression of events on their expedition. **Level I AA Students will:** **EERI.3.3.** With guidance and support, determine sequence of events. Ex. Shown the first step of a previously taught sequenced activity, indicate what comes next from illustrations on an activity sheet. Ex. Repeat a sequence of two directions in order.

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Craft and Structure. **RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topics or subject area*.	**EERI.3.4.** Determine the meaning of vocabulary related to a familiar text.	**Level IV AA Students will:** **EERI.3.4.** Explain the meaning of key vocabulary specific to the text. Ex. Find the phrase or word that connects to a given definition. Ex. Find (highlights, identifies, etc.) the sentence that describes the meaning of a key vocabulary word within the text. **Level III AA Students will:** **EERI.3.4.** Determine the meaning of vocabulary related to a familiar text. Ex. Use visual tool (e.g., vocabulary graphic organizers) to help students to visualize the relationships between words and their possible meanings using pictures, definitions, or non-examples. Ex. Use an open-ended reading procedure to identify the correct word when choices are provided. Ex. Use a word bank to choose the meaning of a word in a familiar informational text. Ex. Use a picture dictionary to find the meaning of a word from a familiar text. **Level II AA Students will:** **EERI.3.4.** Identify vocabulary in an informational text. Ex. Match vocabulary words to the word in a text. Ex. Choose from an array of familiar words to complete sentences read aloud by an adult. **Level I AA Students will:** **EERI.3.4.** With guidance and support, locate identified vocabulary. Ex. Given choices read by the teacher, match pictures to words. Ex. Respond when hearing the correct word out of a choice of three words.

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RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**EERI.3.5.** Identify text features and search tools.	**Level IV AA Students will:** **EERI.3.5.** Identify text features and search tools to locate information. Ex. Select a key word to locate additional information about a topic. Ex. Identify Google as a search engine to locate information. **Level III AA Students will:** **EERI.3.5.** Identify text features and search tools. Ex. From an array of three choices, identify a bold word in text. Ex. Identify a page number in a text. Ex. Use a kid-friendly search engine with adult assistance. **Level II AA Students will:** **EERI.3.5.** Identify text features. Ex. Point to text features, such as bolded words or illustrations. **Level I AA Students will:** **EERI.3.5.** With guidance and support, identify text features. Ex. When given a verbal request, point to pictures of specific illustrations.
RI.3.6. Distinguish their own point of view from that of the author of a text.	**EERI.3.6.** Identify a personal point of view about a text.	**Level IV AA Students will:** **EERI.3.6.** Distinguish between personal point of view and that of others. Ex. State “I think . . . ” or the equivalent when telling what they think about an assignment and “They think . . . ” or the equivalent when telling what the others think about a text. **Level III AA Students will:** **EERI.3.6.** Identify a personal point of view about a text. Ex. Given three choices, select the choice that best represents their point of view about an assignment.

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		Ex. Point to the part or step on an activity sheet that they like best. **Level II AA Students will:** **EERI.3.6.** Identify personal point of view about the topic. Ex. Given two choices, select the choice that best represents their own point of view about a topic (e.g., "Do you like ____ activity or do you like _____ activity best?"). **Level I AA Students will:** **EERI.3.6.** With guidance and support, express point of view about a topic. Ex. Respond with gestures or facial expressions to topic.
Integration of Knowledge and Ideas. **RI.3.7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**EERI.3.7.** Demonstrate an understanding of text by connecting a visual element.	**Level IV AA Students will:** **EERI.3.7.** Explain how certain visual elements and words in the text support the ideas or understanding of events. Ex. Describe how the pictures in *A Drop of Water* increases understanding of water. Ex. Given an array of visual elements from the text, identify one that best supports the events described in the text. **Level III AA Students will:** **EERI.3.7.** Demonstrate an understanding of text by connecting a visual element. Ex. During shared reading about the westward movement, connect the covered wagon to travel. Ex. During a shared reading about the westward movement, connect Native Americans to illustrations of their dwellings (e.g., teepees and cliff dwellings.).

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		Level II AA Students will: **EERI.3.7.** Identify a visual element in the text. Ex. Match pictures and objects to represent the illustrations in a text. **Level I AA Students will:** **EERI.3.7.** With guidance and support, select a picture/object or section of text that supports the text. Ex. Touch objects from an array of choices that relate to the text. Ex. Use props to discuss the text.
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**EERI.3.8.** N/A (See EERI.3.3.)	
RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	**EERI.3.9.** Identify similarities of two resources on the same topic.	**Level IV AA Students will:** **EERI.3.9.** Identify similarities and differences of two resources on the same topic. Ex. Given a Venn diagram that is explained to them, point out a similarity and a difference. Ex. During class discussion of two resources on the same topic, point out or say one similarity and one difference between the two. **Level III AA Students will:** **EERI.3.9.** Identify similarities of two resources on the same topic. Ex. Sort pictures into two groups by a given feature. Ex. After shared reading of *A Frontier Fort on the Oregon Trail* and *The*

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		Journal of Jedediah Barstow: an Emigrant on the Oregon Trail identify a similarity of life in the fort and life on the wagon train. **Level II AA Students will:** **EERI.3.9.** Locate a second resource on the same topic. Ex. T-Chart (what is alike/what is different). Ex. Categorize objects. Ex. From a display of three books recently read aloud in class (*Jedediah Barstow* and *Wayside School*), identify the book that was about the Oregon Trail. **Level I AA Students will:** **EERI.3.9.** With guidance and support, identify the topic of one resource. Ex. Point to an object that is the topic of a resource the teacher is discussing. Ex. Touch a word or picture that is the topic of a resource the teacher is discussing (e.g., the teacher is showing resources about ducks and the student touched a card with the picture of a duck or the word *duck* on it.
Range of Reading and Level of Text Complexity. **RI.3.10**. By the end of the year, read and comprehends informational texts, including history/social studies, science, and technical texts, at the high	**EERI.3.10.** **This Informational Text Essential Element references all elements above.	

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end of the grades 2–3 text complexity band independently and proficiently.		

Third Grade English Language Arts Standards: Reading (Foundational Skills)

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Phonics and Word Recognition. **RF.3.3**. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes.	**EERF.3.3.** Apply letter-sound skills in decoding consonant sounds of familiar one-syllable words. a. In context, demonstrate basic knowledge of letter-sound correspondences.	**Level IV AA Students will:** **EERF.3.3.a.** Use letter-sound knowledge to accurately represent the initial sound in single-syllable words. Ex. Given a word spoken by an adult, indicate the initial sound from the magnet letters or the rubber stamp for the letter. **Level III AA Students will:** **EERF.3.3.a.** In context, demonstrate basic knowledge of letter-sound correspondences. Ex. Given a sound spoken by an adult during a shared writing activity, say or point to the corresponding letter. Ex. During a shared reading or writing activity, the teacher points to a letter *A* and the students say the associated sound "/a/". Ex. Given two different letter-sounds, identify the ___ letter. **Level II AA Students will:** **EERF.3.3.a.** In context, recognize three or fewer letter-sound correspondences. Ex. Indicate the sound of the initial letter of own and peer's names. Ex. During a shared writing activity of an alphabet book, indicate the letter or letter that matches the sound produced by a teacher. **Level I AA Students will:** **EERF.3.3.a.** Repeat letter-sounds. Ex. Repeat the beginning letter-sound for a familiar word after the teacher, when paired with representations of familiar words.

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b. Decode words with common Latin suffixes.	**EERF.3.3.b.** With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes).	**Level IV AA Students will:** **EERF.3.3.b.** Decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes). Ex. Write words on folded strips of paper that allow the initial or final sound to be substituted to create a new word. Then, the student pronounces the new words. **Level III AA Students will:** **EERF.3.3.b.** With models and supports, decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes). Ex. Given a printed keyword with a common spelling pattern (e.g., *cat*), use the word to decode a word that has the same spelling pattern (e.g., *bat*). Ex. Given a printed example of a common CVC word (e.g., *fan*), use that word to decode a word with the same vowel (e.g., *fat*). Ex. Given notecards placed in order with the letters t - o - p, listen to the teacher sound out the word, then blend and pronounce together. When the teacher trades the first sound (t) for a new card (m) repeat the process, this time independently. **Level II AA Students will:** **EERF.3.3.b.** Identify the beginning sound of familiar words beginning with a single-consonant sound. Ex. Asked what the first sound in *cat* is, responds with the /k/ sound. Ex. Asked to indicate which word from two choices (*dog* and *cat*) begins with /d/ sound, points to *dog*. **Level I AA Students will:** **EERF.3.3.b.** With guidance and support, identify the initial sound that

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		matches. Ex. Given two picture cards (one of a cat and one of a dog) with the word written under it and asked which one is a cat, identify the picture/word card that matches.
c. Decode multi-syllable words.	**EERF.3.3.c.** N/A	
d. Read grade-appropriate irregularly spelled words.	**EERF.3.3.d**. Recognize 40 or more written words.	**Level IV AA Students will:** **EERF.3.3.d.** Recognize 50 or more written words. Ex. Given a familiar book, read 50 or more words in the book with accuracy. **Level III AA Students will:** **EERF.3.3.d.** Recognize 40 or more written words. Ex. Given a familiar book, read 40 or more words in the book with accuracy. Ex. Given a familiar text, such as a lunch menu, read the words on the menu. Ex. Given 40 word or picture cards, identify the words (*the*, *a*, *house*, *mother*, *father*, etc. – select high-frequency words from Dolch or Frye word lists). **Level II AA Students will:** **EERF.3.3.d.** Recognize 10 or more written words. Ex. When asked, reads 10 or more words on the classroom word wall (can point to words as they teacher calls them or read them orally). Ex. When given a list of familiar CVC words, successfully reads 10 or more words.

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		Level I AA Students will: **EERF.3.3.d.** With guidance and support, identify personally relevant, familiar words. Ex. Recognize own name and friends' names in print.
Fluency. **RF.3.4.** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	**EERF.3.4.** Read text comprised of familiar words to support comprehension. a. Read familiar text with purpose and understanding.	**Level IV AA Students will:** **EERF.3.4.a.** Read ability-appropriate, novel text with purpose and understanding. Ex. When given a new book at the same grade-level difficulty as previously read, read it successfully. Ex. Answer questions about a novel text to demonstrate understanding. **Level III AA Students will:** **EERF.3.4.a.** Read familiar text with purpose and understanding. Ex. Given a familiar text, read a selected passage. For example, when reading *Ribsy*, reads the passage, "Henry Huggins said . . . ." **Level II AA Students will:** **EERF.3.4.a.** Listen to familiar text with purpose and understanding. Ex. Given a familiar text, listen to a familiar passage read aloud and answer comprehension questions. **Level I AA Students will:** **EERF.3.4.a.** Listen to familiar text. Ex. When the teacher reads a familiar text, orient to the reader and attend to the task. Ex. Attend to a book on tape of a familiar text.

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b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	**EERF.3.4.b.** N/A	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EERF.3.4.c.** Use context to determine missing words in familiar texts.	**Level IV AA Students will:** **EERF.3.4.c.** Use context to determine missing words in a novel text. Ex. Complete MAZE tasks with ability-appropriate text that is unfamiliar. Ex. Listen while an adult reads a novel text and provide an appropriate word when the teacher provides an exaggerated pause. Ex. Use website activities to select words based on context clues. **Level III AA Students will:** **EERF.3.4.c.** Use context to determine missing words in familiar texts. Ex. Complete MAZE tasks with familiar text. Ex. Listen while an adult reads a familiar text and provide an appropriate word when the teacher provides an exaggerated pause. **Level II AA Students will:** **EERF.3.4.c.** Select from two words or symbols, a word or item that completes a sentence in a way that makes sense. Ex. During a predictable chart writing activity, the student will select a symbol reflecting a favored food to complete the sentence, “I like to eat . . . .” **Level I AA Students will:** **EERF.3.4.c.** With guidance and support, identify a word that completes a familiar statement. Ex. Given the statement, “My name is ____,” fill in the blank.

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		Ex. Given the statement, “I am ___ years old,” provide a word to complete the sentence.

Third Grade English Language Arts Standards: Writing[2]

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Text Types and Purposes. **W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion.	**EEW.3.1.a-b.** Select a text and write to state an opinion about it and one reason to support the opinion.	**Level IV AA Students will:** **EEW.3.1.a-b.** Select a text and write to state an opinion about it with reasons to support the opinion. Ex. Select a book from the library, use a computer-based word bank to write *It's the best*, and then refer to the book to find two or more examples of what makes it the best and write about them. Ex. Select a text, write a word to express an opinion about it (e.g., *lk* [like]) and then add reasons (e.g., *fne* [funny], *gd pits [*good pictures]). Ex. Listen to a digital text, rate it, and type two or more reasons why. **Level III AA Students will:** **EEW.3.1.a-b.** Select a text and write to state an opinion about it and one reason to support the opinion. Ex. Select a book from the library, use a computer-based word bank to write *It's the best*, and then refer to the book to find an example of what makes it the best and write about it. Ex. Select a text, write a word to express an opinion about it (e.g., *lk* [like]) and then, given a written frame with the word "because," add a reason (e.g., fne [funny]). **Level II AA Students will:** **EEW.3.1.a-b.** With guidance and support, select a text and write, draw, or dictate an opinion about it and one reason to support the opinion. Ex. Select a book from a collection of recently read books and working with a teacher who guides the student to "write those words" and "type

[2] Throughout, writing can include standard writing instruments, computers, or alternate writing tools.

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		the sounds you hear in those words," use a talking word processor and word prediction software to write *good book* and add one reason (e.g., lik barz [Like bears.]). Ex. Select a book from a collection of recently read books, state an opinion (e.g., "bad'), attempt to write the word, and then have a teacher show how to use a word wall word (e.g., *sad*) to spell the word conventionally. Ex. Select a book from a collection of recently read books, then the teacher navigates through the student's multiple message communication device to reveal messages that express an opinion, then selects a message communicating an opinion (e.g., "It's really good!") and when the teacher asks, "What makes it good?," uses the device to answer (e.g., says "boy") which the teacher interprets to mean the student liked the main character who was a boy and writes in chart form. **Level I AA Students will:** **EEW.3.1.a-b.** With guidance and support, state an opinion about a book. Ex. Look at, touch, or take a book from a selection of two when the teacher asks, "Show me your favorite." and then writes *<Student's name> likes <name of book>* on the small group chart text. Ex. The media specialist shows two books that the student might want to check out and the student looks at one of them and smiles as the media specialist assists the child in completing a written checkout card or computer screen. Ex. In a small, teacher-led group, select 2-3 snack choices, write them down on a menu, and then select their snack later in the day from the menu. Ex. Look at, touch, or take a book from a selection of two when the teacher asks, "Show me your favorite."

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		Ex. The media specialist shows two books that the student might want to check out and he or she looks at one of them and smiles.
c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.	**EEW.3.1.c.** N/A	
d. Provide a concluding statement or section.	**EEW.3.1.d.** N/A	
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details.	**EEW.3.2.a-b.** Select a topic and write about it including one fact or detail.	**Level IV AA Students will:** **EEW.3.2.a-b.** Select a topic and write about it including facts or details. Ex. Select a topic by looking through a class photo album and then writes labels for the people and objects in the photo. Ex. Select a topic from a book used during shared reading and then writes facts from the book. Ex. Look through photos from a class field trip and select a picture (e.g., a flower) and then writes about it using an alternative keyboard (e.g., producing *flowr* [flower], *red*, *levs* [leaves]). **Level III AA Students will:** **EEW.3.2.a-b.** Select a topic and write about it including one fact or detail. Ex. Select a topic by looking through a class photo album and then writes a label for one of the items in the photo. Ex. Select a topic from a book used during shared reading and then writes one fact from the book. Ex. Select a topic from a class chart of recent activities and then writes a remembered detail with an alternative keyboard (e.g., *garden*, *dg dr* <dig dirt>).

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		Level II AA Students will: **EEW.3.2.a-b.** Write a fact or detail about a given topic. Ex. Given an interactive whiteboard with a bank of words on a given topic, select words from the bank that are related to the topic to write a fact or detail about it. Ex. Select a fact or detail about a given topic from a list of facts and details. Ex. Given a repeated line frame, contribute one detail to a group list about the topic (e.g., whales: Whales eat <fish>. Whales eat <krill>. Whales eat <plankton>.). Ex. Having been read a short text by the teacher, suggest one idea to the class's semantic web of details (e.g., pterodactyl: winged lizard, 40 feet long, flies, eats bugs, has four fingers), which the teacher writes and adds to the class dinosaur blog. **Level I AA Students will:** **EEW.3.2.a-b.** With guidance and support, select a topic for use during shared writing. Ex. Given a choice of three topics to use during shared writing, eye gaze, point, or touch one to indicate a choice which the group will then write about and read aloud for the student. Ex. Select the topic for a shared writing activity from two or more choices offered by the teacher, and then select a related picture on the topic to type about, from which the teacher will model a related fact (e.g., Child has a picture of a rock and types "ewfsatrhrgr" and the teacher says, "I like your writing. I could use that *r* (as she points) and write 'rock.' I see a rock.").
c. Use linking words and phrases (e.g., *also*,	**EEW.3.2.c.** N/A	

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another, *and*, *more*, *but*) to connect ideas within categories of information.		
d. Provide a concluding statement or section.	**EEW.3.2.d.** N/A	
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**EEW.3.3.a.** Select an event or personal experience and write one thing about it.	**Level IV AA Students will:** **EEW.3.3.a.** Select an event or personal experience and write several things about it. Ex. Choose to write about their own birthday and write, *pte* [party], *fnrd* [friends], *icm* [ice cream] and *sg* [sing]. Ex. Choose to write about going to visit grandparents and write, *fn* [fun] and *pla* [play]. **Level III AA Students will:** **EEW.3.3.a.** Select an event or personal experience and write one thing about it. Ex. Choose to write about his own birthday and write, *pte* [party]. Ex. Choose to write about going to visit grandparents and write, *fn* [fun]. **Level II AA Students will:** **EEW.3.3.a.** With guidance and support, select an event or personal experience and write one thing about it. Ex. Choose to write about their own birthday party and with support from the teacher who stretches out the word to isolate the sounds, write *prte* [party]. Ex. Choose to write about the "fun" they had going to visit grandparents and with support from the teacher, who stretches out the word to isolate

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		the sounds, write *fan* [fun]. **Level I AA Students will:** **EEW.3.3.a.** With guidance and support, select an event or personal experience to write about in shared writing. Ex. Choose by looking, pointing, or touching, an event from two choices presented by the teacher which the teacher then writes in the group's shared text. Ex. Given a teacher modeling the use of a multiple message voice output device and talking about the messages on the student's *My News* page, select a message on a personal experience to use in shared writing (e.g., *I went to my dad's softball game. They won.),* which the teacher will write down, reread aloud while pointing, and save. Ex. Express a reaction to a personal experience to be shared (e.g., After the teacher reviews free choice selections engaged in that day, she points to and labels each of the visual supports, and asks, "Did you like it?," and the student responds [e.g., indicates *yes* by smiling], and the teacher writes, *Brian liked art. Brian did not like the sand table. Brian liked his story.* in his home-school journal, reading each aloud as she writes it, and the entire text while pointing after she finishes.).
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**EEW.3.3.b.** N/A	

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c. Use temporal words and phrases to signal event order.	**EEW.3.3.c.** N/A	
d. Provide a sense of closure.	**EEW.3.3.d.** N/A	
Production and Distribution of Writing. **W.3.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EEW.3.4.** With guidance and support, produce writing that expresses more than one idea.	**Level IV AA Students will:** **EEW.3.4.** With guidance and support, produce writing that expresses three or more ideas. Ex. Working with peers, write one fact about a group project, talk with peers about the fact, and write two more things with peer support. Ex. Working with the teacher and a group of peers, contribute to a shared reading product that includes multiple ideas related to a selected topic. Ex. Select three pictures from a text, insert one in each of three panels, and write about them (e.g., Two boys. Find money. Give to poor family.). **Level III AA Students will:** **EEW.3.4.**With guidance and support, produce writing that expresses more than one idea. Ex. Working with peers, write one fact about a group project, talk with peers about the fact, and add one more fact with peer support. Ex. Working with the teacher and a group of peers, contribute to a shared writing about a shared reading that includes at least two ideas related to a selected topic. **Level II AA Students will:** **EEW.3.4.** With guidance and support, produce writing that expresses an idea. Ex. Use a preprogrammed computer set-up with full alphabet access to

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		write one idea. Ex. Working with the teacher and a group of peers, contribute a written idea to a shared writing project. **Level I AA Students will:** **EEW.3.4.** With guidance and support, express an idea. Ex. Working with the teacher and a group of peers on a shared writing project, select from an array of choices to express an idea. Ex. Using a preprogrammed single message voice output device, express an idea to include in a writing project.
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**EEW.3.5.** With guidance and support from adults and peers, revise own writing by adding more information.	**Level IV AA Students will:** **EEW.3.5.** With guidance and support from adults and peers, revise own writing by adding and elaborating on existing information. Ex. Select writing from own writing folder, share it with peers, and then revise it by adding more information based on the ideas provided by peers and elaborating details of existing information (e.g., color, size, or shape of an object). Ex. Share writing with the teacher using a talking word processor to read it out loud, listen to the teacher talk about the writing, and then add more information based on what the teacher says and by elaborating details of existing information (e.g., color, size, or shape of an object). **Level III AA Students will:** **EEW.3.5.** With guidance and support from adults and peers, revise own writing by adding more information. Ex. Select writing from own writing folder, share it with peers, and then revise it by adding more information based on the ideas provided by peers.

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		Ex. Share writing with the teacher using a talking word processor to read it out loud, listen to the teacher talk about the writing, and then add more information based on what the teacher says. **Level II AA Students will:** **EEW.3.5.** With guidance and support from adults and peers, add more to own writing. Ex. Working with a small group of peers to write a thank you note to a parent who helped the class, write one word and add another when a peer says, "Tell them why you're thanking them," or "tell them more about why you liked them helping." Ex. Write using a talking word processor, read it back to the group using the software, and then add more when suggestions are offered by peers. **Level I AA Students will:** **EEW.3.5.** With guidance and support, produce writing. Ex. Working on a tablet computer with an onscreen keyboard that speaks the letter names, select letters to produce writing. Ex. Using two-switch partner-assisted scanning, direct an adult to point to/say the next letter of the alphabet and indicate, "Write that one down." when the teacher points to/says a desired letter.
W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	**EEW.3.6.** With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.	**Level IV AA Students will:** **EEW.3.6.** Use technology to produce writing while interacting and collaborating with others. Ex. Use a single switch to scan through choices in an onscreen word bank and peers expand on the word in a collaborative writing project. Ex. Use an alternative keyboard or standard keyboard to work with a peer to produce a collaborative writing project.

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		Ex. Use assistive technology to write back and forth with another Level IV AA student in a digital written conversation environment (e.g., e-mail, text message). Ex. Use assistive technology to compose responses to teacher questions in a digital publishing environment (e.g., blogs or wikis). **Level III AA Students will:** **EEW.3.6.** With guidance and support from adults, use technology to produce writing while interacting and collaborating with others. Ex. With guidance and support from adults, use a single switch to scan through choices in an onscreen word bank and peers expand on the word in a collaborative writing project. Ex. With guidance and support from adults, use an alternative keyboard while a peer uses a standard keyboard for the pair to work together in producing a collaborative writing project. Ex. With guidance and support from adults, use assistive technology to post a comment in response to a text posted on an Internet site (e.g., a children's reading site, a class science blog, or a children's author's homepage). Ex. With guidance and support, use assistive technology to engage in instant messaging with another student or volunteer in a digital communication environment (e.g., a cellphone, an online communication site). **Level II AA Students will:** **EEW.3.6.** With guidance and support from adults, use technology to produce writing. Ex. Working with the teacher, use a switch to scan through choices in an onscreen word bank and select words to produce writing.

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		Ex. Working with the classroom aide, use spelling prediction and voice output to compose simple texts for inclusion in a class anthology. Ex. Working with an adult and word prediction software, select a letter on the keyboard, scan through the choices that are produced by the word prediction software, and select a word to produce writing. Ex. With guidance and support from adults, use a single switch to scan through choices in an onscreen word bank and peers expand on the word(s) in a collaborative writing project. **Level I AA Students will:** **EEW.3.6.** With guidance and support from adults, use technology to produce written communications. Ex. With guidance and support from an adult, use a multiple message voice output device to make a choice, which is then written down, read aloud to the student, and acted upon. Ex. With guidance and support from an adult, use an app on a tablet device to make a comment, which is saved and/or printed. Ex. Take turns selecting preprogrammed messages from an alternative keyboard, listen as the message is read/typed by a talking word processing program, and then observe as others act on the message (e.g., "May I please have another book to read?" "Could I please go to the writing center now?" "Is it time for recess?").
Research to Build and Present Knowledge. **W.3.7.** Conduct short research projects that build knowledge about a topic.	**EEW.3.7.** Gather information about a topic for a group research project.	**Level IV AA Students will:** **EEW.3.7.** Gather information about a topic from multiple sources for a group research project. Ex. Use sticky notes to mark pages in several books where there is information for a group research project. Ex. Given screen reading software that reads the text on a webpage,

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		interact with two or more websites to identify information to include in a group research project. Ex. Use assistive technology and visual planning software to take notes that can be transferred to digital authoring software for expansion. **Level III AA Students will:** **EEW.3.7.** Gather information about a topic from one source for a group research project. Ex. Given a text displayed on an interactive whiteboard, select one piece of information to include in a group research activity. Ex. Given screen reading software that reads the text on a webpage, select information to include in a group research project. Ex. With guidance and support, locate information, then copy and paste it from a digital document into the group's digital writing software. **Level II AA Students will:** **EEW.3.7.** With guidance and support, gather information about a topic from one source for a group research project. Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify one piece of information to include in a group research project. Ex. Given screen reading software that reads the text on a webpage, work with peers to identify information to include in a group research project. **Level I AA Students will:** **EEW.3.7.** With guidance and support, explore one information source while writing. Ex. Use a single switch to advance through the pages of a digitized text, while using assistive technology. Ex. Explore a webpage with a screen reader on a tablet device, then use

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		assistive technology to type letters while looking at a picture from the webpage. Ex. While looking through a digital presentation of pictures related to a group's research project, choose letters and words to accompany a picture, which will be added to the project. Ex. Select a digital picture for a classmate to add to the project and write about, always reading aloud the resulting product to Level I AA Students.
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**EEW.3.8.** Sort information into two provided categories and write information learned about them.	**Level IV AA Students will:** **EEW.3.8.** Sort information into three or more provided categories and write information learned about them. Ex. Given pictures and words from a science unit, separate into piles information about birds, fish, and reptiles, and write down one thing learned about each. Ex. Given three characters' names, following reading or listening to a story, use assistive technology to write one characteristic of each (e.g., Lucy - bossy, Charlie Brown - nice, Pigpen - dirty). **Level III AA Students will:** **EEW.3.8.** Sort information into two provided categories and write information learned about them. Ex. With guidance and support, given a list of adjectives that describe people, sort them into words that are nice and not nice, then write a summary statement about one or both categories (e.g., *Nice people help. Mean people hurt you.*). Ex. With guidance and support, list tools and clothing used when planting in the class garden, and then make a statement about the use of each (e.g., *Clothing helps skin. Tools dig dirt.)*

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		Level II AA Students will: **EEW.3.8.** With guidance and support, sort information into provided categories and label the categories. Ex. Working with the teacher who identifies the categories each time, the student selects another piece of information and places each piece of information into the appropriate category. Ex. Working with a small group, sort adjectives that describe people, and then name the categories (e.g., nice/not nice, friendly/mean), and write a group repeated line text (e.g., *Nice people help. Nice people smile. Nice people say please*.). Ex. With guidance and support of an adult, given pictures or words displayed on an interactive whiteboard, drag them into two boxes, label the categories, and write a statement about what is known about the categories (e.g., drag rake, shovel, and hoe into a category and name it *tools* and then write as a group, "Tools help you work."). **Level I AA Students will:** **EEW.3.8.** With guidance and support, identify information related to a given topic and write about it. Ex. With guidance and support, indicate information about a given topic (e.g., During lunch, the teacher holds up the milk carton and half of a sandwich and asks the student to "Show me the drink," and the student eye gazes, points to, or touches the milk, and the teacher adds to a nearby drink/eat chart, "Sam drinks milk."). Ex. With guidance and support, indicate words and pictures related to a given topic (e.g., Given a topic of *favorite foods*, add relevant pictures, and then using a word bank to choose and print "Yummy.")

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W.3.9. (Begins in grade 4)	**EEW.3.9.** (Begins in grade 4.)	
Range of Writing. **W.3.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**EEW.3.10.** Write routinely for a variety of tasks, purposes, and audiences.	**Level IV AA Students will:** **EEW.3.10.** Write routinely with elaboration for a variety of tasks, purposes, and audiences. Ex. Write a note providing basic details about a favorite activity to include in the home-school notebook. Ex. Send an e-mail to a friend about a recent activity and ask a question of the friend. Ex. Collaboratively author a poem with a classmate. **Level III AA Students will:** **EEW.3.10.** Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook. Ex. Send an e-mail to a friend. Ex. Write labels to go with a display for a group research project. Ex. Engage in written dialogue with a classmate (e.g., instant messaging or passing paper notes). **Level II AA Students will:** **EEW.3.10.** With guidance and support, write routinely for a variety of tasks, purposes, and audiences. Ex. Using a preprogrammed word bank and alphabet access on the computer, write a note to include in the home-school notebook. Ex. Using a template with blanks to fill in, send an e-mail to a friend (e.g., Hi, _____. I like to _____. What do you like? Your friend, _____.). Ex. With guidance and support, write labels to go with a display for a group research project.

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		Level I AA Students will: **EEW.3.10.** With guidance and support, communicate routinely for a variety of purposes and audiences. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, use the device to make comments during shared reading, which are written into a group comments page and reread aloud by the teacher to the group. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, tell how they feel, which is then added to a class "Feelings Log" (e.g., Today is Monday, Dec. 3. John feels <happy>. Sarah feels <tired>. Ashley feels <sad>.).

Third Grade English Language Arts Standards: Speaking and Listening

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Comprehension and Collaboration. **SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	**EESL.3.1.** Participate in collaborative opportunities. a. Engage in collaborative interactions about texts.	**Level IV AA Students will:** **EESL.3.1.a.** Initiate collaborative interactions about texts. Ex. After reading *The Day it Rained Tortillas*, describe the rain. Ex. After hearing the story of *The Gingerbread Man*, describe the gingerbread man. **Level III AA Students will:** **EESL.3.1.a.** Engage in collaborative interactions about texts. Ex. Sign, "fox ate man" to build upon a peer's response when the teacher asks the small group, "What happened to the gingerbread man at the end of the story?" and a peer replies, "he ate him." Ex. After hearing the story of *The Gingerbread Man*, contribute words that describe the gingerbread man to the list being generated by peers. Ex. After shared reading of a fable in a small group, take turns talking about the fable with the teacher's involvement. Ex. In cooperative group, tell how the story is like his/her life. **Level II AA Students will:** **EESL.3.1.a.** Engage in multiple-turn exchanges with peers. Ex. During lunchtime, communicate about the weekend by taking multiple turns with peers and adults who are sitting at the table. Ex. Work with a peer to identify the animals that were in the gingerbread man story by eye gazing to pictures of the animals while the peer writes a list. **Level I AA Students will:** **EESL.3.1.a.** Communicate an idea to the teacher or peer. Ex. Focuses on the picture of the gingerbread man in the book, when

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		asked who the story was about. Ex. Select the message *more* from a multiple location communication device when the teacher says, "We're all done for now."
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	**EESL.3.1.b.** Listen to others' ideas before responding.	**Level IV AA Students will:** **EESL.3.1.b.** Listen and seek confirmation or clarification of others' ideas before responding. Ex. Ask a peer for confirmation of their statement in a discussion of a folktale (*The Day it Rained Tortillas* or *African Myths and Folktales*) before adding own ideas. Ex. Ask the teacher, "What?" to get clarification on directions before responding. **Level III AA Students will:** **EESL.3.1.b.** Listen to others' ideas before responding. Ex. Respond appropriately to indicate agreement or disagreement with the comments of others. Ex. Answer questions about what a peer has offered in a discussion. Ex. Add a comment following a peer's statement that indicates they have listened to the peer's idea. **Level II AA Students will:** **EESL.3.1.b.** With guidance and support, listen to others' ideas before responding. Ex. Wait for a peer to finish talking when an adult says, "Let Sally finish," and then nods or signs to indicate agreement with the peer's idea. Ex. Wait to provide a word that describes the gingerbread man when the teacher says, "One at a time. John is going first."

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		Level I AA Students will: **EESL.3.1.b.** With guidance and support, add to or support others' ideas. Ex. With guidance and support, respond yes or no after the teacher says, "John said the gingerbread man was brave. Do you think he was brave?" Ex. After interrupting when a peer or teacher is talking (e.g., vocalizing, speaking, activating communication device), student quiets when teacher reminds him or her to "Wait until Jose has finished."
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	**EESL.3.1.c.** Ask questions that link to ideas of others.	**Level IV AA Students will:** **EESL.3.1.c.** Ask questions to check understanding of ideas of others. Ex. Ask a peer, "How do you know?" when the peer makes an inference about a text during guided reading. Ex. Ask the teacher, "What do we do?" to seek clarification when a question is not heard or understood. **Level III AA Students will:** **EESL.3.1.c.** Ask questions that link to ideas of others. Ex. After listening to the book, *Ramona Quimby, Age 8*, a peer says, "I like her," the student asks, "Who?" Ex. After a peer offers an idea about what happened in a story or activity, asks, "What about . . . ?" **Level II AA Students will:** **EESL.3.1.c.** With guidance and support, ask questions that link to ideas of others. Ex. The teacher points to the three animals that chased the gingerbread man and says, "John liked the dog. Can you ask him why?" Then, the student uses a multiple message voice output device to ask, "Why dog?"

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		Level I AA Students will: **EESL.3.1.c.** With guidance and support, ask questions of others. Ex. Uses a single message voice output device to ask, "What?" during a small group discussion after shared reading of a book. Ex. Selects from three question words (*what*, *where*, *when*) on a voice output device to ask questions of peers during a literature circle.
d. Explain their own ideas and understanding in light of the discussion.	**EESL.3.1.d.** Express ideas clearly.	**Level IV AA Students will:** **EESL.3.1.d.** Explain ideas clearly. Ex. When the teacher asks students to explain their favorite part of *Ramona Quimby, Age 8*, the student answers, "Ramona break egg. It funny. Egg head." Ex. During the morning meeting, when the teacher asks, "How should we decorate our bulletin board today?," reply, "Blue, planets, stars, like a map." **Level III AA Students will:** **EESL.3.1.d.** Express ideas clearly. Ex. When the teacher asks what Ramona did with the egg, use a voice output device to combine words and say, "head break." Ex. During the morning meeting, when the teacher asks, "How should we decorate our bulletin board today?," reply, "blue, planets, stars." **Level II AA Students will:** **EESL.3.1.d.** With guidance and support, express ideas. Ex. When the teacher shows two illustrations from the book and describes each, point to their favorite when asked, "Show me your favorite." Ex. During the morning meeting, when the teacher shows students three colors of construction paper and says, "We are going to decorate our

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		bulletin board for our unit on the planets. What color should we make the background?," eye gazes to black. **Level I AA Students will:** **EESL.3.1.d.** Communicate an idea to teacher or peer. Ex. Focuses on the picture of the gingerbread man in the book, when asked who the story was about. Ex. Select the message *more* from a multiple location communication device when the teacher says, "We're all done for now."
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**EESL.3.2.** Ask and answer questions about details from a text read aloud or information presented orally or through other media.	**Level IV AA Students will:** **EESL.3.2.** Recount key details from a text read aloud or information presented orally or through other media. Ex. After hearing the story of Ruby Bridges read aloud, describe Ruby as a brave, young Black girl. Ex. Say, "Ruby really wanted to go to school." when asked to identify an important event in the story. **Level III AA Students will:** **EESL.3.2.** Ask and answer questions about details from a text read aloud or information presented orally or through other media. Ex. Pick from choices to answer questions about key details presented in a story read aloud ("What did Ruby want to do?") and follow by asking a question. Ex. Answer yes or no question about a story that was read aloud (e.g., indicates correct response when asked if Ruby went to school) and follow with question, "Why she go?" Ex. Ask a question about information that is shared about the schedule ("Can we go outside?") and respond to the teacher's question that follows

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		("What do you want to play?"). **Level II AA Students will:** **EESL.3.2.** Answer questions about details from a text read aloud or information presented orally or through other media. Ex. Answer yes or no questions about a key detail presented in a story read aloud (e.g., indicates "no" when asked if Ruby was in the story). Ex. Select the picture symbol from an array to answer a question about a video clip the teacher shared with the class. **Level I AA Students will:** **EESL.3.2.** Attend to media presentations. Ex. Maintain attention to the screen during a short video presentation. Ex. Respond when asked, "Do you like this?" to indicate attention during a teacher-conducted demonstration.
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**EESL.3.3.** Ask or answer questions about what a speaker says.	**Level IV AA Students will:** **EESL.3.3.** Initiate a question or answer related questions about what a speaker says. Ex. After listening to a peer present information on a topic, ask, "Was it fun?" and then respond when the peer says, "Yeah, it was fun. Do you want to try it?" Ex. After listening to a teacher explain a new topic, answer a direct question from the teacher and then ask a question (e.g., Answers "banana" when asked about favorite fruit, then asks, "What you like?"). **Level III AA Students will:** **EESL.3.3.** Ask or answer a question about what a speaker says. Ex. After listening to the teacher give directions about a class activity,

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		answer the question, "What do we do first?" by pointing to the station where they should start. Ex. After listening to the teacher give directions about a class activity, ask a question using a multiple message voice output device combining the words, "Who with me?" **Level II AA Students will:** **EESL.3.3.** Answer questions about what a speaker says. Ex. Repeat the directions when a teacher asks, "What do you need to do next?" Ex. Answer the question, "What do you want?" after the person working the lunch line states the options. **Level I AA Students will:** **EESL.3.3.** With guidance and support, respond to questions about presented information. Ex. With guidance and support, after listening to directions for an activity, look at the center where the activity will begin when asked, "Where do you go now?" Ex. With guidance and support after listening to an adult read the options for lunch, eye gaze to the photograph of desired meal.
Presentation of Knowledge and Ideas. **SL.3.4.** Report on a topic or text, a story, or recount an experience with appropriate facts and	**EESL.3.4.** Recount a personal experience including details.	**Level IV AA Students will:** **EESL.3.4.** Recount a personal experience including descriptive details. Ex. Use a multiple voice output communication device to report on weekend activities during a morning meeting, saying "Shopping with mom. New red shoes, funny DVD." Ex. Tell a story about an event on the playground saying, "I swing really high. Jump off!"

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relevant, descriptive details, speaking clearly at an understandable pace.		**Level III AA Students will:** **EESL.3.4.** Recount a personal experience including details. Ex. Using a multiple message voice output device, select three pictures to show how he or she made the cookie. Ex. Use a multiple voice output communication device to report on weekend activities during a morning meeting, saying, "Shopping with mom. Shoes, DVD, lunch." **Level II AA Students will:** **EESL.3.4**. Use pictures or other visual or tactual supports to recount a personal experience including details. Ex. Use the class' recipe (with printed steps, accompanied by pictures) to recount the steps to making cookies including details (e.g., "I put frosting on cookie – eyes and mouth. I ate him!"). Ex. Look at a photo of the class at the museum and uses multiple message voice output device to say, "Friends went bus. Saw dinosaurs." **Level I AA Students will:** **EESL.3.4.** With guidance and support, communicate a personal experience. Ex. During the morning meeting, select a single message on *My News* page in communication system that has been programmed to say, "We went shopping this weekend. I got new shoes. Check them out! Aren't they cool?" (Note: Student selects a single button on communication device to say this whole message.) Ex. During snack time, tell group, "I make cookies." Ex. Given two options verbally of how to eat a gingerbread man, repeat the one they prefer.

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SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	**EESL.3.5.** Create a multimedia presentation of a story or poem.	**Level IV AA Students will:** **EESL.3.5.** Create a media production of a story or poem, including text. Ex. Write the text and select images, sound effects, music, or recording to go with a favorite poem. Ex. Use a multiple message voice output device to sequence the lines of a favorite poem to put them in order in a multimedia version of the poem. Ex. Write a story about making cookies and add visuals or other features to create a multimedia version to share with the class. **Level III AA Students will:** **EESL.3.5.** Create a multimedia presentation of a story or poem. Ex. Select images and add sound effects, music, and/or recording to go with a favorite poem. Ex. Sequence the pages of a favorite story to put them in order in a multimedia version of the book. Ex. Record the cookie-making story and play it for the class, hitting switch to display several pictures to go with the story. **Level II AA Students will:** **EESL.3.5.** Participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of the text. Ex. Use a single message voice output device to record the repetitive phrase to play at appropriate times in the story (e.g., “Run, run, as fast as you can . . . .”). Ex. Select the images to accompany a text typed and recorded by partners in a group.

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		Level I AA Students will: **EESL.3.5.** With guidance and support, participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of the text. Ex. With cueing from peers, use a single message voice output device with the repetitive phrase recorded to play at appropriate times in the story ("Run, run, as fast as you can . . . ."). Ex. Given a choice of two good photos selected by peers to accompany a page in a PowerPoint presentation of a story, use eye gazes to select the one they will use.
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**EESL.3.6.** Combine words for effective communication to clarify thoughts, feelings, and ideas.	**Level IV AA Students will:** **EESL.3.6.** Speak in complete sentences to clarify thoughts, feelings, and ideas. Ex. Says, "I like yummy cookie!" after eating cookie. Ex. After the student says, "sad," the teacher asks, "Who is sad?" and the student replies, "He is sad," and looks across room at classmate. **Level III AA Students will:** **EESL.3.6.** Combine words for effective communication to clarify thoughts, feelings, and ideas. Ex. The teacher looks at the student and says, "You look happy. Why are you happy?," the student says, "I like cookie!" Ex. Use a multiple message voice output device to combine the words, "I want it." When the teacher asks, "What do you mean, *it*?" the student selects the symbol for "book." **Level II AA Students will:** **EESL.3.6.** Combine words to communicate thoughts, feelings, and ideas.

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		Ex. Sign "More cookie!" Ex. Point at the book on the table and says, "I want it." **Level I AA Students will:** **EESL.3.6.** With guidance and support, communicate thoughts, feelings, and ideas. Ex. Student points to cookie and the adult responds, "Oh, you want more cookies?" Then, the adult signs *more*. The student imitates *more* and eats another cookie. Ex. The teacher notices that the student is looking sad and says, "You look sad. Are you sad?" and the student responds, yes or no.

Third Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Conventions of Standard English. **L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	**EEL.3.1.** Demonstrate standard English grammar and usage when communicating. a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.	**Level IV AA Students will:** **EEL.3.1.a.** Include noun + verb, noun + adjective, and subject + verb + object combinations in utterances that are four words and longer. Ex. "Car go fast." Ex. "Mom works." Ex. "Big, red, car" **Level III AA Students will:** **EEL.3.1.a.** Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication. Ex. Respond, "I like it" when asked for an opinion. Ex. Comment, "You nice." **Level II AA Students will:** **EEL.3.1.a.** Use noun + verb combinations when communicating. Ex. Say noun and verb "ball roll." Ex. Signal or use communication device to say, "drink juice." **Level I AA Students will:** **EEL.3.1.a.** With guidance and support, identify common nouns and verbs in symbolic form. Ex. Point to symbols provided by the teacher to identify activity (e.g., When asked, "What do you want to do?" and provided with symbols for possible choices, the student points to the symbol for "drink."

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b. Form and use regular and irregular plural nouns.	**EEL.3.1.b.** Use plural nouns.	**Level IV AA Students will:** **EEL.3.1.b.** Form regular plural nouns. Ex. Say "dogs" when the teacher shows picture and says, "If this is one dog, these are two . . . ." **Level III AA Students will:** **EEL.3.1.b.** Use plural nouns. Ex. During snack, say, "More crackers." Ex. During a science presentation on insects, say, "Cool bugs." **Level II AA Students will:** **EEL.3.1.b**. Use nouns to communicate. **Level I AA Students will:** **EEL.3.1.b.** Recognize common nouns. Ex. Identify a symbol or picture of a noun given the task direction, "Show me the ____ (state noun)."
c. Use abstract nouns (e.g., *childhood*).	**EEL.3.1.c.** N/A	
d. Form and use regular and irregular verbs.	**EEL.3.1.d.** Use present and past tense verbs.	**Level IV AA Students will:** **EEL.3.1.d.** Use present and past tense verbs with matching nouns. Ex. Use past tense with noun to describe a past activity (e.g., The teacher asks, "What did you do?" and the student says, "Watched TV."). **Level III AA Students will:** **EEL.3.1.d.** Use present and past tense verbs. Ex. Use past tense to describe a past activity (e.g., The teacher asks, "What did you do?," student says, "played.").

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		Level II AA Students will: **EEL.3.1.d.** Use common present tense verbs. Ex. Use present tense verb (e.g., The teacher asks, "What did you do?," student says, "play."). **Level I AA Students will:** **EEL.3.1.d.** Recognize common verbs. Ex. Smiles when teacher says, "Let's play."
e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.	**EEL.3.1.e.** N/A	
f. Ensure subject-verb and pronoun-antecedent agreement.*[*sic*]	**EEL.3.1.f.** N/A	
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	**EEL.3.1.g.** N/A	
h. Use coordinating and subordinating conjunctions.	**EEL.3.1.h.** Produce utterances using three or more words.	**Level IV AA Students will:** **EEL.3.1.h.** Produce grammatically complete utterances. Ex. Say or communicate in complete sentences (e.g., "I can go fast.").

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		Level III AA Students will: **EEL.3.1.h.** Produce utterances using three or more words. Ex. Communicate using multi-word utterances (e.g., "I go fast."). **Level II AA Students will:** **EEL.3.1.h.** Use single words to communicate. Ex. Communicate in single words (e.g., "Go."). **Level I AA Students will:** **EEL.3.1.h.** React to words either spoken, written, or in picture form.
i. Produce simple, compound, and complex sentences.	**EEL.3.1.i.** Ask simple questions.	**Level IV AA Students will:** **EEL.3.1.i.** Ask questions in simple complete sentences. Ex. Ask questions in a complete sentence (e.g., "Who is she?"). **Level III AA Students will:** **EEL.3.1.i.** Ask simple questions. Ex. Ask questions (e.g., "Who girl?"). **Level II AA Students will:** **EEL.3.1.i.** With guidance and support, ask questions using *who* or *what*. Ex. With guidance and support, ask *who* questions (e.g., The teacher asks, "What do you want to know?," student says, "Who?"). **Level I AA Students will:** **EEL.3.1.i.** Respond to simple questions.

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L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles.	**EEL.3.2.** Apply conventions of standard English including capitalization and spelling. a. Capitalize the first letter of a familiar place.	**Level IV AA Students will:** **EEL.3.2.a.** Capitalize the first letter of familiar names. Ex. Given the name of familiar holidays, replace lowercase letter with capital letter on the holiday name. **Level III AA Students will:** **EEL.3.2.a.** Capitalize the first letter of a familiar place. Ex. Given the name of their street, replace lowercase letter with capital letter on the street name. **Level II AA Students will:** **EEL.3.2.a**. Capitalize first letter of own name. **Level I AA Students will:** **EEL.3.2.a.** With guidance and support, respond to own name in print.
b. Use commas in addresses.	**EEL.3.2.b.** N/A	
c. Use commas and quotation marks in dialogue	**EEL.3.2.c.** N/A	
d. Form and use possessives	**EEL.3.2.d.** N/A	
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base	**EEL.3.2.e.** Spell common high-frequency words accurately.	**Level IV AA Students will:** **EEL.3.2.e.** Spell single-syllable words accurately when writing. Ex. Spell Dolch or Frye high-frequency words.

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words (e.g., *sitting, smiled, cries, happiness*).		**Level III AA Students will:** **EEL.3.2.e.** Spell common high-frequency words accurately. Ex. Spell words from Dolch lists used in own writing. Ex. Spell words from Frye lists used in own writing. **Level II AA Students will:** **EEL.3.2.e.** Identify the letters in high frequency words. Ex. Say letter names in familiar words (e.g., The teacher points to a high-frequency word during shared reading and says, "Spell it for me." The student then says the name of each letter in the word.). Ex. Point to each letter as the teacher calls the letter names (e.g., The teacher points to a word on a bulletin board in the hall and says, "Can you show me the *t*?" and then continues with the rest of the letters as the student points to each letter.) **Level I AA Students will:** **EEL.3.2.e.** Identify a letter versus a non-letter.
f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.	**EEL.3.2.f.** Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.	**Level IV AA Students will:** **EEL.3.2.f.** N/A **Level III AA Students will:** **EEL.3.2.f.** Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. Ex. Given a word that represents a common spelling pattern in single-syllable words (e.g., ***man***, ***stop***, ***pin***), use the word to spell a word that shares the spelling pattern (e.g., ***can***, ***hop***, ***tin***).

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		Level II AA Students will: **EEL.3.2.f.** Match words with the same spelling pattern. Ex. Sort words with two different spelling patterns into the correct column or pile (e.g., One column has the word, *can*, and the other pile has the word, *hid*. The student sorts cards such with words such as *man*, *fan*, *ran*, *tan*, *kid*, *lid*, *hid*, and *did* into the appropriate column). **Level I AA Students will:** **EEL.3.2.f.** Identify own name. Ex. Point to own name when given three names.
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**EEL.3.2.g.** Consult print in the environment to support reading and spelling.	**Level IV AA Students will:** **EEL.3.2.g.** Actively use print in the environment to support reading and spelling. **Level III AA Students will:** **EEL.3.2.g.** Consult print in the environment to support reading and spelling. **Level II AA Students will:** **EEL.3.2.g.** Identify print and signs in the environment. **Level I AA Students will:** **EEL.3.2.g.** With guidance and support, use symbols to communicate.
Knowledge of Language. **L.3.3.** Use knowledge of language and its conventions when writing,	**EEL.3.3.** Use language to achieve desired outcomes when communicating. a. Use language to make simple requests.	**Level IV AA Students will:** **EEL.3.3.a.** Use language to make or respond to requests. **Level III AA Students will:** **EEL.3.3.a.** Use language to make simple requests.

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speaking, reading, or listening. a. Choose words and phrases for effect.*[*sic*]		**Level II AA Students will:** **EEL.3.3.a.** Combine two or more words to make requests. **Level I AA Students will:** **EEL.3.3.a.** Look at or touch a word, object, or symbol to make a request.
b. Recognize and observe differences between the conventions of spoken and written standard English.	**EEL.3.3.b.** Use language to comment or share information.	**Level IV AA Students will:** **EEL.3.3.b.** Use language to comment or share information. Ex. Combine three or more words when speaking, signing, or using a multi-message communication system to comment to tell about something (e.g., "That is scary," "I did that."). **Level III AA Students will:** **EEL.3.3.b.** Use language to comment or share information. Ex. Use words to comment on something that is happening (e.g., stove hot; hot outside; stop, go). **Level II AA Students will:** **EEL.3.3.b.** Use single words, objects, signs, or symbols to comment or share information. **Level I AA Students will:** **EEL.3.3.b.** Use a preprogrammed messages on a communication device to comment or share information.
Vocabulary Acquisition and Use. **L.3.4**. Determine or clarify the meaning of unknown	**EEL.3.4**. Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. N/A	

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and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.		
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/ disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat*).	**EEL.3.4.b.** Identify the temporal meaning of words when common affixes (-ing, ed) are added to common verbs.	**Level IV AA Students will**: **EEL.3.4.b.** Add affixes to words to accurately reflect temporal meanings. Ex. When reporting on activities from the previous weekend, accurately report that he or she *went* shopping or that he or she *shopped* on the weekend. Ex. Add -ing or -ed to a verb of their choosing to indicate when an activity occurred. **Level III AA Students will**: **EEL.3.4.b.** Identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs. **Level II AA Students will**: **EEL.3.4.b.** Identify yesterday, today, and tomorrow as temporal concepts. **Level I AA Students will:** **EEL.3.4.b.** With guidance and support, demonstrate an understanding of first-next as temporal concepts.

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c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).	**EEL.3.4.c.** N/A	
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	**EEL.3.4.d.** N/A	
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).	**EEL.3.5.** Demonstrate understanding of word relationships. a. N/A	
b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	**EEL.3.5.b.** Identify real-life connections between words and their use (e.g., *happy:* "I am *happy*.").	**Level IV AA Students will:** **EEL.3.5.b.** Identify real-life connections between words and their use for expressing related emotions (e.g., *angry*, *depressed*, or *excited*). Ex. Use feeling words to describe reactions to real-life experiences (e.g., The teacher asks, "What makes you excited?" The student says, "Christmas!").

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		Ex. Use feeling words to describe reactions to real-life experiences (e.g., The teacher asks, "What makes you frustrated?"). Ex. Use feeling words to describe reactions to real-life experiences (e.g., The teacher asks, "What makes you proud?"). **Level III AA Students will:** **EEL.3.5.b.** Identify real-life connections between words and their use (e.g., *happy:* "I am *happy*."). Ex. Connect feeling words to real-life activities (e.g., The teacher says, "If I gave you $5, how would you feel?" The student says, "happy!"). Ex. Connect feeling words to real-life activities (e.g., The teacher says, "If I said we could not go to recess, how would you feel?" The student says, "sad.") **Level II AA Students will:** **EEL.3.5.b.** With guidance and support, identify real-life connections between words and their use (e.g., *happy:* "I am *happy*."). Ex. With guidance and support, connect words to reactions (e.g., The teacher says, "You are smiling. Are you happy or sad?" The student says, "happy."). Ex. With guidance and support, connect words to reactions (e.g., The teacher says, "You are yawning. Are you mad or tired?" The student says, "tired."). **Level I AA Students will:** **EEL.3.5.b.** With guidance and support, demonstrate understanding of words in real-life situations. Ex. With guidance and support, react to words (e.g., The teacher says, "How do you look when I say we can't go to recess?" The student frowns.)

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c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, and wondered*).	**EEL.3.5.c.** Identify words that describe personal emotional states.	**Level IV AA Students will:** **EEL.3.5.c.** Use words that describe personal emotional states in others. **Level III AA Students will:** **EEL.3.5.c.** Identify words that describe personal emotional states. **Level II AA Students will:** **EEL.3.5.c.** Recognize simple emotion words (e.g., *happy*, *sad*, and *mad*). **Level I AA Students will:** **EEL.3.5.c.** With guidance and support, recognize simple emotion words (e.g., *happy*, *sad*, and *mad*).
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	**EEL.3.6.** Demonstrate understanding of words that signal spatial and temporal relationships (e.g., *behind*, *under*, *after*, *soon*, *next*, *later*).	**Level IV AA Students will:** **EEL.3.6.** Use words that signal spatial and temporal relationships (e.g., *behind*, *under*, *after*, *soon*, *next*, *later*). Ex. Use *behind* and *under* to describe spatial relationship of objects or people (e.g., The teacher asks, "Where is Jeremy?" and the student responds, "Behind me."). Ex. Use *after*, *soon*, *next*, and *later* to describe temporal relationships of activities (e.g., The teacher asks, "When are we going to read?" and the student responds "Later."). **Level III AA Students will:** **EEL.3.6.** Demonstrate understanding of words that signal spatial and temporal relationships (e.g., *behind*, *under*, *after*, *soon*, *next*, *later*). Ex. Respond *behind* and *under* used to describe spatial relationship of objects or people (e.g., The teacher asks, "The book is under your chair?" and student looks under his/her chair.).

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		Ex. Respond to *after*, *soon*, *next*, and *later* to describe temporal relationships of activities (e.g., The teacher says, "We can read later." and the student puts away book.). **Level II AA Students will:** **EEL.3.6.** With guidance and support, demonstrate understanding of words that signal spatial and temporal relationships (e.g., *behind*, *under*, *after*, *soon*, *next*, *later*). Ex. Respond *behind* and *under* used to describe spatial relationship of objects or people (e.g., The teacher asks, "The book is under your chair?" and points under the student's chair. The student looks under his or her chair.). Ex. Respond to *after*, *soon*, *next*, and *later* to describe temporal relationships of activities (e.g., The teacher says, "We can read later." and puts away his or her book. Then, the student puts away his or her own book.). **Level I AA Students will:** **EEL.3.6.** With guidance and support, put *in* or take *out* when asked. Ex. Activate a sequenced message switch to tell an adult to take a counting cube out of the box (e.g., "Take one *out*."). Ex. Activate a sequenced message switch to tell an adult to put pennies in the class piggy bank (e.g., "Put it *in*.")

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR FOURTH GRADE

Fourth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RL.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**EERL.4.1.** Use details from the text to recount what the text says.	**Level IV AA Students will:** **EERL.4.1.** Refer to details in recounting what the text says. Ex. After reading or listening to a text, recount the story referring to details in the text without looking back at the text or other supports. Ex. Before the teacher begins a shared reading of a familiar text, she asks the students to tell her what they remember about the book, and the students recount the text including specific details. Ex. When reading aloud, match word cards to the words that they hear and see during the reading. (e.g., *The Cricket in Times Square* – match "Chester" or "New York"; *The Borrowers* – match words for "little people," "Clock family," or "borrowing"), then use them to recount the story. **Level III AA Students will:** **EERL.4.1.** Use details from the text to recount what the text says. Ex. When given picture or verbal choices, select correct details from the story and then use those details in recounting the text. Ex. With the text projected on an interactive whiteboard, underline details, and then use those underlined details in recounting the text. Ex. Use sticky-note tags to identify details in text and use those tagged to recount the text. **Level II AA Students will:** **EERL.4.1.** Recount a portion of the text. Ex. After repeated reading or listening to a text, recount the end of the text. Ex. Before the teacher begins a shared reading of a familiar text, when

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		asked to tell what they remember about the book, recount one event from the story. **Level I AA Students will:** **EERL.4.1.** Identify a detail from the text. Ex. Given an array of illustrations including some from the text and others that are not from the text, identify an illustration from the story. Ex. Given a list of details, identify a detail from the text using partner-assisted scanning (adult reads the list and student signals when a desired choice is read).
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**EERL.4.2.** Determine the main idea of a text.	**Level IV AA Students will:** **EERL.4.2.** Identify the theme of a text. Ex. After determining the main idea, identify the theme from an array of choices. Ex. Given a story that teaches a lesson like "be kind," identify *kind* as the theme of the story. **Level III AA Students will:** **EERL.4.2.** Determine the main idea of a text. Ex. When given a text and multiple choices, identify the main idea (e.g., Dogs are fun pets.). Ex. After reading or listening to a text, state the main idea. **Level II AA Students will:** **EERL.4.2.** When given a detail, identify the central idea of a text. Ex. After reading or hearing a text, select an object or picture from choices that goes with the central idea.

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		Level I AA Students will: **EERL.4.2.** Identify a word from a familiar text. Ex. After reading or listening to a text, point to a word from the text (e.g., After reading a story about dogs, point to the word *dog* or representation of a dog.). Ex. After listening to a text, point to an object that was in the story.
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character's thoughts, words, or actions).	**EERL.4.3.** Use details from text to describe a character in a story.	**Level IV AA Students will:** **EERL.4.3.** Use details from text to describe multiple attributes of a character in a story. Ex. Asked to describe a character, use words like *tall* and *fast* from the story to describe the character. Ex. Using details from a story, create a character "wanted" poster with descriptors like *tall*, *old*, *mean*, etc. **Level III AA Students will:** **EERL.4.3.** Use details from text to describe a character in a story. Ex. Given the text projected on an interactive whiteboard, underline details in the text that describe the specified character. Ex. Given a list of details from the story, select the details that describe a character. **Level II AA Students will:** **EERL.4.3.** Identify the name of a character in a story. Ex. Given a description of a character from a story, identify the name of the character. Ex. Asked who is a character in a story, identify the name of one of the characters in the story.

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		Level I AA Students will: **EERL.4.3.** Identify details from a familiar story. Ex. Given two or more choices, identify the detail that is from the familiar story. Ex. Identify the name of a character from a familiar story.
Craft and Structure. **RL.4.4**. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	**EERL.4.4.** Determine meaning of words in context.	**Level IV AA Students will:** **EERL.4.4**. Use context to determine a missing word from a sentence. Ex. Given two or more sentences with one word missing, student will use context to identify the missing word from an array of choices. Ex. Given a word in context, find a Google image or another search engine to search for an image appropriate to the meaning of the word. **Level III AA Students will:** **EERL.4.4.** Determine meaning of words in context. Ex. After reading a text, create a picture of the word or character based on descriptions in the text. Ex. Identify the words in a text that provide clues that help determine the meaning of an unknown word and use them to determine the meaning. **Level II AA Students will:** **EERL.4.4.** Identify two or more words that are related to one another. Ex. Given a word from the text, identify two or more related words from a list provided by the teacher. Ex. Create a graphic organizer showing connections between a new word found in text and other known words. **Level I AA Students will:** **EERL.4.4.** After listening to or reading a text, touch or look at a picture,

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		object, or other symbolic representation of the word. Ex. After reading or listening to a book and an adult saying or signing a word from the text, find a picture or object that represents the word. Ex. After hearing a text about drums, touch a drum, drumstick, and other drum-related objects to demonstrate understanding of the drum-related words. Ex. Match a word from the text to a picture or object that represents the word.
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**EERL.4.5.** Recognize a text as a story or poem.	**Level IV AA Students will:** **EERL.4.5.** Differentiate characteristics of poems and stories. Ex. Given a story and poem on the same topic (e.g., dolphins), describe how the poem and story are different. Ex. Given a list of characteristics of the structure of a story and poem, match the right characteristics with an exemplar of each. **Level III AA Students will:** **EERL.4.5.** Recognize a text as a story or poem. Ex. When presented with text, label which is a poem or a story. Ex. Using Clicker 5 software, correctly label the text as a story or poem after the software reads the text aloud. Ex. After reading a story (*Island of the Blue Dolphins*) and poem (*Knock at a Star: A Child's Introduction to Poetry*), identify each as a story or poem. Ex. Given two examples of poems or stories, place a sticky-note label on each type of text. **Level II AA Students will:** **EERL.4.5.** Recognize a poem.

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		Ex. During or after text is read aloud, answer a yes or no question (or use two switches) about whether the text was a poem. **Level I AA Students will:** **EERL.4.5.** Identify familiar stories or poems. Ex. When asked to find a specific story, eye gazes to select the book from a field of two. Ex. When asked to help read the poem, look at the chart in the front of the group.
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**EERL.4.6.** Identify the narrator of a story.	**Level IV AA Students will:** **EERL.4.6.** Identify the narrator's point of view. Ex. Recognize when a story was told by the main character or by someone who was observing the main character. Ex. Asked "Was the person telling the story about himself?," answers yes or no. **Level III AA Students will:** **EERL.4.6.** Identify the narrator of a story. Ex. Asked "Is the boy telling the story?," answers yes or no. Ex. Given a choice of the characters in a first-person narrative, the student accurately selects the character who was the narrator. Ex. Asked, "Is one of the characters telling the story?," answers, "no" in a third-person narrative. **Level II AA Students will:** **EERL.4.6.** Identify the narrator in first-person narratives. Ex. Given a book with a single character who narrates the entire text, identify that character from an array of choices.

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		Ex. After shared readings of a familiar text told by a single character in first person, identify the character who is telling the story. **Level I AA Students will:** **EERL.4.6.** Identify the narrator in a familiar text with a single character who narrates the entire text. Ex. After repeated shared readings of a familiar text about a single character, identify an illustration of the character from the text.
Integration of Knowledge and Ideas. **RL.4.7.** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**EERL.4.7.** Make connections between text and visual or oral presentations.	**Level IV AA Students will:** **EERL.4.7.** Identify similarities and differences between different representations of a story. Ex. Shown a video of a story that they have read, use a multiple message voice output device to identify both similarities and differences in the two representations. Ex. After reading or listening to someone read a text-based version of the story, identify one or more ways that the video-based version of the story is the same and different from the book. **Level III AA Students will:** **EERL.4.7.** Make connections between text and visual or oral presentations. Ex. Shown a video of a story that has been read to them, indicate that the two are the same story. Ex. After reading or listening to someone read a text-based version of the story, identify one or more ways that the video-based version of the story is the same.

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		Level II AA Students will: **EERL.4.7.** Identify the text-based version of the story that matches the visual or oral presentation. Ex. After watching a video-based presentation of a familiar story, select the matching text from an array of choices. **Level I AA Students will:** **EERL.4.7.** Communicate a preference for the text-based or visual or oral presentation of a story. Ex. After watching a play based on a familiar book, indicate preference for the book or the play version.
RL.4.8. (Not applicable to literature)	**EERL.4.8.** N/A	
RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**EERL.4.9.** Compare and contrast two stories, myths, or texts from different cultures.	**Level IV AA Students will:** **EERL.4.9**. Compare and contrast two stories, myths, or texts from different cultures that address the same topic. Ex. Answers, "What is the same in the stories about how the earth was created from two cultural myths?" Ex. Create a Venn diagram and include specific examples of the ways that two texts on the same topic are the same and different. **Level III AA Students will:** **EERL.4.9.** Compare and contrast two stories, myths, or texts from different cultures. Ex. Given a Venn diagram showing ways that two texts are the same and different, give a specific example of each to compare and contrast the two stories. Ex. After reading a story and making a list of the events in it, read a second book and check off on the list the events that were the same and that

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		were different. Ex. Listen to fairytales and folktales for two different cultures and list one way they are the same and one way they are different. **Level II AA Students will:** **EERL.4.9.** Identify a similar event in two stories. Ex. Tell one thing that happened in both stories. **Level I AA Students will:** **EERL.4.9.** Identify a story event. Ex. Asked, "Did that happen in the story?," respond yes or no. Ex. Given two pictures, select the one that depicts an event from a familiar story after shared reading. Ex. Using a step-by-step switch programmed with events of a story, use the switch to indicate an event from the story.
Range of Reading and Level of Text Complexity. **RL.4.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EERL.4.10.** **This Literature Essential Element references all elements above.	

Fourth Grade English Language Arts Standards: Reading (Informational Text)

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Key Ideas and Details. **RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**EERI.4.1.** Use details from the text to recount what the text says.	**Level IV AA Students will:** **EERI.4.1.** Refer to details in recounting what the text says without looking back at the text. Ex. After reading or listening to a text, recount the information referring to details in the text without looking back at the text or other supports. Ex. Before the teacher begins a shared reading of a familiar text, tell what they remember about the book, and recount the text including specific details. **Level III AA Students will:** **EERI.4.1.** Use details from the text to recount what the text says. Ex. Answer a question about information from the text by pointing out a detail related to the information requested. Ex. Indicate a detail from the text when asked what information they learned from it. Ex. With the text projected on an interactive whiteboard, underline details, and then use those underlined details in recounting the text. **Level II AA Students will:** **EERI.4.1.** Recount a portion of the text. Ex. After repeated reading or listening to a text, recount the end of the text. Ex. Before the teacher begins a shared reading of a familiar text, when asked to tell what they remember about the book, recount one point from the text. **Level I AA Students will:** **EERI.4.1.** Answer questions about information presented in text.

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		Ex. Listen to directions and answer simple yes or no questions. Ex. Point to words or examples that provide information. Ex. Given a list of details, identify a detail from the text using partner-assisted scanning (adult reads the list and student signals when a desired choice is read).
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**EERI.4.2.** Determine a main idea of a text.	**Level IV AA Students will:** **EERI.4.2.** When given a text, generate a representation of the main idea. Ex. After reading or listening to a selection, create a product (poster, diorama, etc.) that communicates the central idea. **Level III AA Students will:** **EERI.4.2**. Determine a main idea of a text. Ex. Choose a visual image (magazine pictures, clip art, etc.) that represents the main idea of a text. Ex. Select from choices the main idea of an informational text. Ex. Choose from an array of pictures the one that depicts the main idea of a historical text. **Level II AA Students will:** **EERI.4.2.** Recognize the main idea of a text. Ex. Asked if the text is about swimming or baseball, indicate which is the main idea of the text. Ex. Point to the word or phrase in a text that corresponds to the main idea. Ex. Point to the title when asked to find what the text is about. **Level I AA Students will:** **EERI.4.2.** Recognize information related to a text. Ex. Given two pictures, pick the one that is related to the text.

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		Ex. Shown two pictures, one of which depicts information from the text and one that does not, indicate the one that does (e.g., pick a picture of swimming from two pictures [one depicting swimming and one depicting riding a bike] after repeated reading of a familiar text about swimming.
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**EERI.4.3.** Use details from text to describe what happened.	**Level IV AA Students will:** **EERI.4.3.** Use details from a text to predict upcoming events based on cause/effect understanding. Ex. Indicate what will happen next in a story using events already read using their individual mode of communication or through an array of pictures. Ex. Given two choices, illustrations, etc. of what may happen next or what the next step is in an informational text, indicate the illustration that represents their prediction. **Level III AA Students will:** **EERI.4.3.** Use details from text to describe what happened. Ex. Sequence sentence strips in sequence to show what happened in a text. Ex. Place three pictures in correct sequence to show what happened in a science text (e.g., fish in water, water dirty, fish die). Ex. Given the text projected on an interactive whiteboard, underline details in a historical text that use the underlined details to tell what happened. **Level II AA Students will:** **EERI.4.3.** Given part of a text, label the next step. Ex. Given the first step from a text, tell what happened next.

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		Ex. Told one thing that happened in a text, point to what happened next from two choices. **Level I AA Students will:** **EERI.4.3.** Identify a familiar step from the text. Ex. Asked, "What do we usually do next?," indicate familiar next step on a classroom picture schedule for familiar routines. Ex. Point to a step in text or a series of pictures.
Craft and Structure. **RI.4.4**. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	**EERI.4.4:** Determine meaning of words in context.	**Level IV AA Students will:** **EERI.4.4**. Use context to determine a missing word from a sentence. Ex. Given two or more sentences with one word missing, use context to identify the missing word from an array of choices. Ex. Given a domain-specific word, find a Google image appropriate to its context (e.g., For *full moon,* find picture of a full moon.). **Level III AA Students will:** **EERI.4.4.** Determine meaning of words in context. Ex. After reading text, create or locate a picture of a word based on descriptions in the text. Ex. Given a word in context, find a Google image appropriate to the meaning of the word. Ex. Given a sentence from a shared reading of a social studies text containing a word with an unknown meaning, select from choices the meaning of the unknown word. **Level II AA Students will:** **EERI.4.4.** Identify two or more words that are related to one another. Ex. Given a word from the text, identify two or more related words from a

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		list provided by the teacher. Ex. Create a graphic organizer showing connections between a new word found in text and other known words. **Level I AA Students will:** **EERI.4.4.** Given a word, touch or look at a picture, object, or other representation that represents the word. Ex. Touch a picture that represents a given word when given a choice of two (one related and one unrelated). Ex. Repeat a word from text read aloud.
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**EERI.4.5.** Identify the chronological structure of a text (first, then, next).	**Level IV AA Students will:** **EERI.4.5.** Use the structure of a text to find information about the sequence of events. Ex. Use text to label a graphic representation of the information (e.g., create a timeline of images). Ex. Use illustrations in the text to understand the information provided. **Level III AA Students will:** **EERI.4.5.** Identify the chronological structure of a text (first, then, next). Ex. Given sentence strips from a science text, place events or changes in chronological order (e.g., water, cold, ice). Ex. Place events from a text in correct chronological order (e.g., first, then, next). **Level II AA Students will:** **EERI.4.5.** Given the chronology of a text, complete missing parts. Ex. Insert missing elements that are provided into an incomplete chart to complete the chronology (e.g., direction chart for routine activity).

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		Ex. Given the first step from a text, tell what happened next. Ex. Reminded of one thing that happened in a text, point to what happened next from two choices. **Level I AA Students will:** **EERI.4.5.** Identify a text that demonstrates chronology. Ex. Touch the icons that show the order of what happens. Ex. Eye gaze at the informational text to identify *the end* of the story.
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**EERI.4.6.** Identify a firsthand account of an event.	**Level IV AA Students will:** **EERI.4.6.** Compare how a firsthand account is different from a secondhand account. Ex. Identify a difference between when students tell about a personal experience versus when the teacher retells the experience (e.g., "You forgot _____."). Ex. Given two versions of an event, one firsthand "I" account and one secondhand "he" account, identify differences. **Level III AA Students will:** **EERI.4.6.** Identify a firsthand account of an event. Ex. Identify an account in which the speaker uses "I" in reference to the events as a firsthand account. Ex. Choose between a class-created text and a commercially available text. **Level II AA Students will:** **EERI.4.6.** Recognize a firsthand account of something the students have done. Ex. Identify as their own an account of something the students told the teacher or class.

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		Ex. After "reading" to classmates about themselves (e.g., "This summer, I . . . ."), respond to the question, "Who is this story about?" by indicating own picture from a choice of own picture and the picture of a classmate. **Level I AA Students will:** **EERI.4.6.** Respond to a personal account of an event or topic. Ex. Demonstrate attention to a personal account of an event shared by the teacher or another student. Ex. Use a single switch to communicate a personal account of an event.
Integration of Knowledge and Ideas. **RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**EERI.4.7**. Interpret information presented visually and orally.	**Level IV AA Students will:** **EERI.4.7.** Interpret information presented visually, orally, or quantitatively. Ex. Answer questions about a chart. Ex. Answer questions about a presentation. Ex. Tell how an illustration in text adds information. **Level III AA Students will:** **EERI.4.7.** Interpret information presented visually and orally. Ex. Answer questions about a video. Ex. Answer questions about a simple timeline about what happened last. **Level II AA Students will:** **EERI.4.7.** Identify information presented in a singular format. Ex. Select a word from choices to describe an illustration in the text. **Level I AA Students will:** **EERI.4.7.** Identify information that is presented visually or orally. Ex. Touch or look at a picture, object, or other representation to gain information.

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		Ex. Given a screenshot from a video, recognize the image as related to the video. Ex. Using a personal schedule, point to or indicate the next activity when asked, "What's next?"
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	**EERI.4.8.** Identify the author's point.	**Level IV AA Students will:** **EERI.4.8.** Recognize how the author uses reasons to support points in a text. Ex. Match a reason the author gives for a point in the text. Ex. Choose from options a reason the author gives to support a point in the text. **Level III AA Students will:** **EERI.4.8.** Identify the author's point. Ex. Restate a point the author makes in the text. Ex. Choose from options a point the author makes in the text. **Level II AA Students will:** **EERI.4.8.** With prompts and support, identify from choices a point the author makes. Ex. Given the title and several key details from a story about science, identify a point the author makes. **Level I AA Students will:** **EERI.4.8.** With prompts and support, identify the title of a book and tell what the book is about. Ex. Point to a book title and indicate from an array of choices, what the book is about.

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		Ex. Select a picture from two choices, one related and one unrelated, to indicate what the book is about.
RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**EERI.4.9.** Identify similarities of two resources on the same topic.	**Level IV AA Students will:** **EERI.4.9.** Describe the similarities of two resources on the same topic. Ex. Describe two facts that were the same in a video and a text on the same topic. Ex. State two facts that were the same in two texts on a historical event. Ex. Find images that are similar in both texts. **Level III AA Students will:** **EERI.4.9.** Identify similarities of two resources on the same topic. Ex. Identify what is the same in a picture book and a list of directions on pet care. Ex. Identify what is the same in a video and a text on fire safety. Ex. Listen to historical fiction such as *Call of the Wild* on audio recording and read *Stone Fox* aloud. Both stories deal with racing a dog in the arctic. Using both resources, identify similarities between the two. **Level II AA Students will:** **EERI.4.9.** Identify two resources on the same topic. Ex. Identify two books to learn about dinosaurs when given four choices. Ex. Given two choices, select a book about a given topic (dogs, cows, bike, etc.). Ask again with two different sets of books, to select one on the same previously selected topic. Ex. After listening to two informational texts on the same topic, identify/select the topic, given visual choices or pictures from text (scientist, rock, animals).

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		Level I AA Students will: **EERI.4.9.** Identify one resource on a favorite topic. Ex. State a topic of interest. Ex. Select from two resources on a topic of interest (e.g., "Which book would you like, the one on puppies or kittens?"). Ex. While reading aloud *Stone Fox*, select either a dog to indicate interest in the Iditarod or dog sledding.
Range of Reading and Level of Text Complexity. **RI.4.10.** By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EERI.4.10.** **This Informational Text Essential Element references all elements above.	

Fourth Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Phonics and Word Recognition. **RF.4.3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**EERF.4.3.** Know and apply phonics and word analysis skills in decoding words. a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.	**Level IV AA Students will:** **EERF.4.3.a**. Apply letter-sound and word length knowledge to use first letter plus word length plus context to identify unfamiliar words. Ex. Given a sentence with an unfamiliar word, the student will attend to the first letter, the length of the unfamiliar word, and the context of the sentence surrounding it to identify the word. **Level III AA Students will:** **EERF.4.3.a.** Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. Ex. When reading a new book, the student will identify an unfamiliar word using first letter (and its sound) plus context. **Level II AA Students will:** **EERF.4.3.a.** Identify the sound of the initial letter in familiar words. Ex. Asked what the first sound in *mat* is, respond with the /m/ sound. Ex. Asked to indicate which word from two choices (*dog* and *cat*) begins with the /d/ sound, point to *dog*. **Level I AA Students will:** **EERF.4.3.a.** Identify a missing word from a sentence presented orally. Ex. Given a choice of two symbols or words, select the word that best completes a sentence presented orally (e.g., He hit the [*ball*, *cat*].). Ex. Use a switch to indicate choice of a word to complete a sentence presented orally. Ex. Select from two picture cards the one that represents a word to complete a sentence.

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b. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**EERF.4.3.b.** Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes).	**Level IV AA Students will:** **EERF.4.3.b**. Decode single-syllable words with complex spelling patterns. Ex. Given words that have blends or diagraphs such as *stack* or *speed*, decode the word. **Level III AA Students will:** **EERF.4.3.b.** Decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes). Ex. Given a printed keyword with a common spelling pattern (e.g., *cat*), use the word to decode a word that has the same spelling pattern (e.g., *bat*). Ex. Given a printed example of a common CVC word (e.g., *fan*), use that word to decode a word with the same vowel (e.g., *fat*). Ex. Using note cards, place before the student the letters t - o – p. Sound out the word, blend, and pronounce. Trade the first sound (t) for a new card (m) and repeat the process, independently. **Level II AA Students will:** **EERF.4.3.b.** Recognize words that rhyme with single-syllable words with common spelling patterns (rhymes). Ex. Given three words (*hop*, *top*, and *cow*), identify the word that does not match the pattern. **Level I AA Students will:** **EERF.4.3.b**. Repeat letter-sounds. Ex. Repeat a letter-sound for a familiar word after the teacher when paired with representations of familiar words. Ex. Repeat a letter-sound after repeated presentations of the letter and sound together.

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Fluency. **RF.4.4.** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Decode multi-syllable words.	**EERF.4.4.** Read text comprised of familiar words with accuracy and understanding.	**Level IV AA Students will:** **EERF.4.4.** Read text comprised of familiar and unfamiliar words with accuracy and understanding. Ex. Given age-appropriate text that includes both familiar and unfamiliar words, the student answers comprehension questions based on the story. **Level III AA Students will:** **EERF.4.4.** Read text comprised of familiar words with accuracy and understanding. Ex. Given age-appropriate text, the student will read a passage with support and prompts (e.g., Using Spark notes or other abridged text resource, students will read portions of the text with support as needed.). Ex. After reading the text, the student answers three comprehension questions related to the details of the story. **Level II AA Students will:** **EERF.4.4.** Identify text of familiar words when read to them. Ex. Array three different books placed in front of the student, when listening to a book on tape, indicate which book goes with the story being read on tape. Ex. Match a book cover from choices with the cover of the same book being read. **Level I AA Students will:** **EERF.4.4.** With guidance and support, identify familiar words or pictures. Ex. When reading with a small group, a copy of the book is passed from student to student as the teacher reads aloud. Ex. Attend to the reader with acknowledgment or eye gaze to track the reader in a shared reading activity.

Fourth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Text Types and Purposes. **W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	**EEW.4.1.** Write an opinion about a topic or text and reasons to support the opinion. a. Select a topic or text and write an opinion about it.	**Level IV AA Students will:** **EEW.4.1.a.** Recall a topic or text and write an opinion about it. Ex. When asked to write a review of a book, recall the title of the book recently read and write, *I like it.* Ex. When asked to write about a topic in science, recall a topic and write an opinion about it. Ex. During journal writing time, select a topic (e.g., a trip to the state fair) and write, *Most fun ever.* Ex. For a book review assignment, choose a book read during the week and write an opinion (e.g., "Too hard. Boring."). **Level III AA Students will:** **EEW.4.1.a.** Select a topic or text and write an opinion about it. Ex. Choose from recently read books and write, *I like it.* Ex. Select a topic from a list of options and write an opinion about it. **Level II AA Students will:** **EEW.4.1.a.** Given a topic or text, write an opinion about it. Ex. After the teacher shows the student a book recently read in class and then shows two picture symbols, *like* and *don't like*, point to the *like* symbol and then uses a keyboard to write *lk* (like). Ex. In response to an assignment, write to indicate an opinion regarding whether the actions of a character in a book were right or wrong. **Level I AA Students will:** **EEW.4.1.a.** Communicate a preference for a text or topic. Ex. Look, touch, or point to identify a preferred book from two presented by the teacher, who then writes *<Student's name> likes it.*

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		Ex. Look, touch, or point to a picture to select a preferred topic when peers ask, "What do you like?" and then use assistive technology to type letters under the picture.
b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).	**EEW.4.1.b-c.** List reasons to support the opinion.	**Level IV AA Students will:** **EEW.4.1.b-c.** Write reasons to support an opinion using short phrases or sentence stems. Ex. After writing an opinion about dogs (e.g., *Dogs are good pets.*), write two reasons that support the opinion (e.g., *Wak* [walk] *with you. Lern* [learn] *tricks. Get papr* [paper].). Ex. After writing an opinion about a book (e.g., *To lng* [too long]), write three reasons to support the opinion (e.g., *62 pages, lots wrds* [lot of words], *no pikrs* [pictures]). **Level III AA Students will:** **EEW.4.1.b-c.** List reasons to support an opinion. Ex. After selecting dogs as the topic and stating an opinion (e.g., *Dogs are good pets.*), list reasons that make them good pets (e.g., *walk, play*). Ex. After the teacher presents pictures of things from everyday life on an interactive whiteboard (e.g., *bus, food, TV, radio*), select the bus moving it to a box that says *Important*. After a group brainstorming about what buses do, uses two of the ideas to write his own, "Go to school. Ride with friends." **Level II AA Students will:** **EEW.4.1.b-c.** Identify a reason to support an opinion. Ex. After the teacher presents pictures of things from everyday life on an interactive whiteboard (e.g., *car*, *food*, *TV*, *radio*), select the car by moving it to a box that says *Important*. Then, identify one reason that cars are

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		important from an onscreen selection of choices (e.g., *go home*), which the teacher writes on the whiteboard. Ex. After selecting a book from a selection presented by the teacher and stating an opinion (e.g., *good)*, identify reasons on a book review form created by the teacher (e.g., The student circles characters, pictures, and funny.), which the teacher writes on lines at the bottom of the page. Ex. In response to an assignment, after the student writes to indicate her opinion regarding whether the actions of a character in a book were right or wrong, list reasons, which the teacher adds to a language experience text. **Level I AA Students will:** **EEW.4.1.b-c.** Express agreement or disagreement with an opinion stated by another. Ex. After peer says, "I like apples. Do you like apples?," indicate yes or no, and the teacher writes on chart, *<Peer's name> likes apples. <Student's name> (does not) like(s) apples.* Ex. After a peer reads his own opinion piece about pets (Dogs are good pets. They walk. They do tricks.) and asks, "Do you like dogs?," indicate yes by smiling and looking up, and peer writes on his text, *<Student's name> likes dogs, too.* and reads it aloud to the student while pointing to the words. Ex. Given a picture of an activity, and a conversation about whether they like the activity, the student uses assistive technology to type letters under the picture, and after the teacher asks, "Do you like dogs because they are friendly?, Because the catch Frisbees?, etc.," the student types more when the teacher says, "Those are good reasons. Add that to your story."

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d. Provide a concluding statement or section related to the opinion presented.	**EEW.4.1.d.** N/A	
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**EEW.4.2.** Write to convey ideas and information clearly. a. Select a topic and related visual, tactual, or multimedia information.	**Level IV AA Students will:** **EEW.4.2.a.** Generate a topic and gather related visual, tactual, or multimedia information. Ex. Decide on a topic related to books read and locate related information on the Internet (e.g., The student decides to write about the author of a series of favorite books. He writes the name of the author and then uses the Internet to locate pictures of the covers of books the author has written.). Ex. Decide on a topic related to history and find information on the Internet (e.g., The student decides to write about the President of the U.S. and then uses the Internet to find a video clip of the President giving a speech and photos of the President in various meetings.). **Level III AA Students will:** **EEW.4.2.a.** Select a topic and related visual, tactual, or multimedia information. Ex. Choose a topic from a list of three offered by the teacher and choose from a variety of objects and artifacts three to use in a writing project on the topic. Ex. After the teacher uses multimedia authoring tools to create a computer set-up that offers a choice of topics with each linked to a collection of images, videos, and sound clips that relate to the topic, use it to select a topic and then select several images, videos, and sound clips to use in a writing project on the topic.

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		Ex. After the teacher creates a webpage (e.g., Internet Workshop, Webquest) offering choices of topics, each linked to related image, video, and sound clips, the student selects a topic and several images, videos, and sound clips. **Level II AA Students will:** **EEW.4.2.a.** With guidance and support, select a topic and related visual, tactual, or multimedia information. Ex. Working with the teacher who names and points to each option, choose a topic from a list of three, and then choose from a variety of objects and artifacts three to use in a writing project. Ex. After the teacher uses multimedia authoring tools to create a computer set-up that offers a choice of topics with each linked to a collection of images, videos, and sound clips that relate to the topic, work with a peer to navigate through the set-up, first selecting a topic and then selecting several images, videos, and sound clips to use in a writing project. **Level I AA Students will:** **EEW.4.2.a.** With guidance and support, select visual, tactual, or multimedia information that relate to a familiar topic. Ex. With help from peers who support physically, interact with objects and artifacts at a science display, eye gaze, touch, or look to indicate a response when offered two and asked, “Which one is a <topic>?” Ex. Working with a peer who types the name of the topic into a search engine of a video collection and helps navigate the software to view some of the videos, indicate “yes” or “no” when the peer asks, “Is this about <topic>?”

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b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**EEW.4.2.b.** List words, facts, or details related to the topic.	**Level IV AA Students will:** **EEW.4.2.b.** Write phrases and sentences that convey facts or details related to the topic. Ex. Write captions for pictures related to the topic (e.g., After the student decides to write about the author of a series of favorite books and selects pictures of the covers of books the author has written, the student writes captions for each picture.). Ex. Write short sentences about facts for details from videos or images related to the topic (e.g., After the student decides to write about the President of the U.S. and identifies a video clip of the President giving a speech and photos of the President in various meetings, the student writes a short sentence about the video and each image.). **Level III AA Students will:** **EEW.4.2.b.** List words, facts, or details related to the topic. Ex. Write words that relate to the topic (e.g., After choosing a topic from a list of three and choosing from a variety of objects and artifacts three to use in a writing project, the student writes words that label or describe the objects.). Ex. Use a talking word processor to write words related to the topic (e.g., After using multimedia software to select a topic and related images, videos, or sound clips, the student uses word prediction software with a talking word processor to write a list of words that relate to the topic. **Level II AA Students will:** **EEW.4.2.b.** Select words, facts, or details related to the topic. Ex. After using multimedia software to select a topic and related images, videos, or sound clips, select words from a preprogrammed word bank with additional alphabet access that provide information about the topic.

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		Ex. After working with the teacher to choose a topic and three objects and artifacts, select appropriate pictures (presented on index cards) that go with each of the objects and artifacts and then use assistive technology to write about the pictures. **Level I AA Students will:** **EEW.4.2.b.** With guidance and support, the student identifies symbols that relate to the topic. Ex. Working with the teacher who has gathered an assortment of picture communication symbols, identify symbols that relate to a stated topic (e.g., food), which the teacher then writes as words and reads aloud while pointing. Ex. Working with a speech-language pathologist, navigate through a dynamic display communication device to find the page of symbols that relates to a particular topic (e.g., emotions, food, people, places) which are used to type whole words in a word processor.
c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).	**EEW.4.2.c.** N/A	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**EEW.4.2.d.** N/A	

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e. Provide a concluding statement or section related to the information or explanation presented.	**EEW.4.2.e.** N/A	
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**EEW.4.3.** Select an event or personal experience and write about it. a. Write about two events in sequence related to a personal experience.	**Level IV AA Students will:** **EEW.4.3.a.** Select an event or personal experience and write about it including three events in sequence. Ex. Write a short narrative beginning by writing what the event was (e.g., *go shopping*) and including three events (e.g., *Go to mall. Buy phone. Eat.).* Ex. Write a short story about forgetting lunch in mom's car including three events (e.g., *No lunch. In car mom. Pay lunch school.).* **Level III AA Students will:** **EEW.4.3.a.** Write about two events in sequence related to a personal experience. Ex. Write a short narrative beginning by writing what the event was (e.g., *go shopping*) and including two events (e.g., *Go to mall. Eat.).* Ex. Write a short story about forgetting lunch in mom's car including two events (e.g., *No lunch box. Pay lunch school.).* Ex. Write about two events in sequence that happened during their school day (e.g., *Go to gym. Play.).* **Level II AA Students will:** **EEW.4.3.a**. Write about an event or personal experience. Ex. Write about going shopping with mom (e.g., *go shop mom)* and in answer to the teacher's question, "What did you do next," add second

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		event (e.g., *eat ice cream).* Ex. Write about buying lunch at school because he or she left his or her lunch in their mom's car (e.g., *pay lunch).* Ex. After listening to a story, put pictures of two events in the order they occurred in the story and then write a caption for each (e.g., *Fell in river. Got out on log.*). **Level I AA Students will:** **EEW.4.3.a.** With guidance and support, communicate about an event or personal experience. Ex. Given help navigating to the correct page in a multiple message voice output device, select a message to report on a personal experience to use in shared writing (e.g., *I went to my dad's softball game. They won.)* and then use assistive technology to type letters and/or words on that topic. Ex. Having worked with an adult to negotiate the messages to include in a social script programmed on a sequential message voice output device, engage in appropriate turn taking and use the switch to share the information (e.g., Each question or sentence is delivered one at a time with a pause for the partner to respond. The sequenced device might say, "Guess what I did yesterday! It was really special. I went to the movies. Have you been to the movies?") and then use assistive technology to type letters and/or words on that topic.
b. Use dialogue and description to develop experiences and events or show the responses of characters to	**EEW.4.3.b.** List words that describe an event or personal experience to use when writing about it.	**Level IV AA Students will:** **EEW.4.3.b.** Write about an event or personal experience using describing words and phrases. Ex. Write about going shopping (*go shopping*) and include describing words (e.g., *Go to **big** mall. Buy **great** phone. Eat. **Yummy**.*).

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situations.		Ex. Write about forgetting lunch in mom's car including describing words (e.g., *No lunch. In car mom* ***mad.*** *Pay lunch school.* ***Yuck)****.* **Level III AA Students will:** **EEW.4.3.b.** List words that describe an event or personal experience to use when writing about it. Ex. Before writing about going shopping, list words that describe the event (e.g., *fun, good*). Ex. After sharing a story about forgetting lunch in mom's car (e.g., *No lunch box. Pay lunch school.*), list words that describe the experience (e.g., *mad, bad, yuk* [yuck]). **Level II AA Students will:** **EEW.4.3.b.** Select words that describe an event or personal experience when writing about it. Ex. After the teacher leads a group of students in brainstorming a list of words that could describe something, select words from the list to describe the event or experience they are writing about. Ex. Use a page of adjectives programmed in a voice output communication device to select words that describe the event or experience. **Level I AA Students will:** **EEW.4.3.b.** With guidance and support, select a word that describes himself or herself. Ex. Given a choice of *boy* and *girl,* select the correct one to describe oneself. Ex. Given a choice of *happy* and *sad*, choose the word that describes oneself.

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c. Use a variety of transitional words and phrases to manage the sequence of events.	**EEW.4.3.c.** N/A	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	**EEW.4.3.d.** N/A	
e. Provide a conclusion that follows from the narrated experiences or events.	**EEW.4.3.e.** N/A	
Production and Distribution of Writing. **W.4.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EEW.4.4.** Produce writing that expresses more than one idea with a logical organization.	**Level IV AA Students will:** **EEW.4.4.** Produce writing that expresses multiple ideas with a logical organization. Ex. Write about a personal experience and include multiple events in sequential order. Ex. Write about a science topic including a topic sentence and then adding multiple sentences with details about the topic. Ex. Write about a personal experience and include a beginning, middle, and end. **Level III AA Students will:** **EEW.4.4.** Produce writing that expresses more than one idea with a logical organization. Ex. Write about a science topic including a topic sentence and then, following group brainstorming, add two details about the topic.

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		Ex. Write about a personal experience and include a first-then sequence. **Level II AA Students will:** **EEW.4.4.** With guidance and support, produce writing that expresses more than one idea with a logical organization. Ex. Given a template, fill in the topic and then complete two sentences by filling in details about the topic. Ex. Recall two events from a personal experience, write them, and then work with the teacher to determine which happened first. **Level I AA Students will:** **EEW.4.4.** With guidance and support, recognize a first-then sequence. Ex. While working on putting together a visual schedule for the day, the teacher shows the student a symbol for an activity and says, "First, we have reading. Then, what do we do?," she holds up two symbols and the student selects the next activity, and the teacher writes each on a personal schedule (e.g., *First, reading. Then, math.*). Ex. When coming into the classroom first thing in the morning, an adult asks, "What do you do first?" After the student answers or completes the first task, the adult says, "Then what?" and the student responds or completes the next step, and in morning circle, the teacher helps the student recall these activities and complete a simple text (e.g., *First, John hung up his coat. Then, he chose hot lunch.*).
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning,	**EEW.4.5.** With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding	**Level IV AA Students will:** **EEW.4.5.** With materials and peer supports, plan by brainstorming and revise own writing by adding more information. Ex. Use a simple checklist, 1. Brainstorm, 2. Write e-mail, 3. Read, 4. Add one related question, 5. Spellcheck.

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revising, and editing.	more information.	Ex. Using a template in a visual planning tool, choose a topic, add notes, elaborate as text, share with peer, add more information to draft. **Level III AA Students will:** **EEW.4.5.** With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. Ex. Working with a group of peers, brainstorm a list of words to use in own writing, write a draft, and after receiving peer feedback, use more of the words in the draft. Ex. After sharing own writing with an adult, revise it by adding more based on the adult's feedback. Ex. Taking turns with a peer, brainstorm ideas for a poem and alternate writing lines of the poem using peer's ideas to increase quality and length of contributions as poem progresses. **Level II AA Students will:** **EEW.4.5.** With guidance and support from adults and peers, brainstorm words to include in own writing. Ex. With an adult who models how to navigate a multiple message voice output device and selects words to model, select words to contribute to the group brainstorm about a topic. Ex. Working with a small group of peers, contribute meaningful words to a brainstorming session about a writing topic. **Level I AA Students will:** **EEW.4.5.** With guidance and support from peers, participate in group brainstorming of words to include in writing. Ex. Given a preprogrammed multiple message voice output device, select words to contribute to the group brainstorming session, and working with

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		teacher, contribute to the group text (e.g., *BD Fl* [bird fly]). Ex. Having listened to a simple, repeated line text, discuss the structure, and create additional text in a small, teacher-led group (e.g., If you give a mouse a <something>, he's going to want <something else that goes with it>).
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**EEW.4.6.** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	**Level IV AA Students will:** **EEW.4.6.** Use technology, including the Internet, to produce and publish writing while interacting and collaborating with others. Ex. Use the Internet with a screen reader to locate information and then use the information to write a text to be shared with the group (e.g., Internet Workshop format). Ex. Assist a peer to produce and record a collaborative writing project. Ex. Use a word processor with word prediction software to compose and respond to text messages or blog entries. Ex. Use a comic software program with a peer to write and illustrate a story. **Level III AA Students will:** **EEW.4.6.** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. With guidance and support from adults, use the Internet with a screen reader to locate information and then use the information to write a portion of a group text. Ex. With guidance and support from adults, use an alternative keyboard while a peer uses a standard keyboard for the pair to work together in producing a collaborative writing project. Ex. With guidance and support from adults, use a communication device to

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		compose a message and then print it off or have another person write it down. Ex. With guidance and support from adults, use comic creation software to write and illustrate a story with a peer. **Level II AA Students will:** **EEW.4.6.** With guidance and support from adults, use technology to produce writing. Ex. Working with the teacher in a small peer group, use a switch to scan through choices in an onscreen word bank and select words to produce writing to be included in the class summary of the day's activities. Ex. Working with an adult and word prediction software, select a letter on the keyboard, scan through the choices that are produced by the word prediction software, and select a word to produce writing to contribute to a peer's text. Ex. With an adult and working with a peer, use a PECS book with symbols to create a sentence (e.g., "I want_____." or "I see____.") for a collaborative, repeated line text. **Level I AA Students will:** **EEW.4.6.** With guidance and support from adults, use technology to communicate. Ex. With guidance and support from an adult, use a multiple message voice output device to make a choice, which a teacher adds to a small group repeated line text (e.g., *John likes pizza. Kate likes french fries.*). Ex. With guidance and support from an adult, use an app on a tablet device to make a comment, which the teacher adds to a group chart of possible writing topics (e.g., The student comments, "Nice day." The teacher responds, "That's a good idea. We could write about the weather.

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		I'll write *weather* on our chart.").
Research to Build and Present Knowledge. **W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**EEW.4.7.** Gather information about a topic from two or more sources for a group research project.	**Level IV AA Students will:** **EEW.4.7.** Gather information about a topic from multiple sources for a group research project. Ex. Use sticky notes to mark pages in several books where there is relevant information, and then write that information in a group research project. Ex. Given screen reading software that reads the text on a webpage, explore two or more websites to identify relevant information and then include that information in a group research project. **Level III AA Students will:** **EEW.4.7.** Gather information about a topic from two or more sources for a group research project. Ex. Using two sources on lions, find out about where they live, what they eat, and how they live (e.g., in groups/families or alone) and use that information in a group research project. Ex. Given screen reading software that reads the text on a webpage, read from two or more websites and identify information to include in a group research project. Ex. Use a library book with accompanying video to find facts about a research topic (e.g., dinosaurs or fossils) and contribute that information to a group presentation on the topic. **Level II AA Students will:** **EEW.4.7.** With guidance and support, gather information about a topic from one source for a group research project. Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify one piece of information to include in a group research project.

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		Ex. Given screen reading software that reads the text on a webpage, work with peers to identify information to include in a group research project. **Level I AA Students will:** **EEW.4.7.** With guidance and support, explore one source of information for a group project. Ex. Use a single switch to advance through the pages of a digitized text, choose one page, type letters about it, and have the teacher write one relevant detail in a partner text (e.g., The teacher says, "I could take your *C* right there and write *CATS* and your *N* and write *NAP*. *CATS NAP*."). Ex. Explore a webpage with a screen reader on a tablet device, choose one piece of information, type letters about it, and have the teacher model the process (e.g., The teacher says, "Yes, you wrote about airplanes. The webpage says, "Airplanes fly high." I'm going to write, "Airplanes fly high.").
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	**EEW.4.8.** Recall information from personal experiences and sort into provided categories.	**Level IV AA Students will:** **EEW.4.8.** Recall and record information from personal experiences or gather relevant information from print and digital sources, and sort into categories. Ex. Recall information from a vacation to the beach on sticky notes and then sort the information into two self-selected categories (e.g., things done and things seen). Then, copy each category into a short list. Ex. Recall things the group did in completing a science project on a whiteboard and then sort by dragging them into two self-selected categories (e.g., things the student did and things others did). Then, copy each category into a short list.

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		Level III AA Students will: **EEW.4.8.** Recall information from personal experiences and sort into provided categories. Ex. Recall information from a vacation to the beach on sticky notes and then sort the information into two categories provided by the teacher, *Things I Did* and *Things I Saw.* Ex. Recall things the group did in completing a science project on a whiteboard and then sort by dragging them into two categories provided by the teacher, *Things I Did* and *Things Someone Else Did.* **Level II AA Students will:** **EEW.4.8.** With guidance and support, recall information from personal experiences and sort into provided categories. Ex. Working with a teacher who writes down information as the student recalls it, indicate in which category it belongs as the teacher rereads each piece of information. Ex. Working with the teacher, recall things the group did in completing a science project and as the teacher rereads each item, indicate whether they did it or someone else did it. **Level I AA Students will:** **EEW.4.8.** With guidance and support from an adult, select photos, symbols, or other artifacts from personal experiences and use assistive technology to type letters to go with the artifacts. Ex. Working with a teacher, decide whether artifacts should be included in her remnant book. Ex. Working with an adult, identify photos of herself at a recent event and type letters to go with the photo or observe as the teacher writes what is said.

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W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	**EEW.4.9.** Recall information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 4 Reading Standards* to literature (e.g., "Use details from text to describe a character in a story.").	**Level IV AA Students will:** **EEW.4.9.a.** Apply *Essential Elements of Grade 4 Reading Standards* in depth to literature (e.g., "Use multiple details from text to describe a character in a story."). Ex. After selecting multiple details from the story to describe a character's words and actions, write about them. Ex. After selecting multiple details from the story to describe a character's words and actions, compare the character to themselves. **Level III AA Students will:** **EEW.4.9.a.** Apply *Essential Elements of Grade 4 Reading Standards* to literature (e.g., "Use details from text to describe a character in a story."). Ex. After selecting correct details from the story to describe a character, write about them. Ex. Use details from the story to create a written description of a character. **Level II AA Students will:** **EEW.4.9.a.** With guidance and support, apply *Essential Elements of Grade 4 Reading Standards* to literature (e.g., "Use details from text to describe a character in a story."). Ex. After repeated reading or listening to a text, work with the teacher to write a description of a character in the story. Ex. After a shared reading of a familiar text, with guidance and support to type the describing words in a text, use the typed information to create a written description of the character. Ex. After working with the teacher to list character actions and words, with guidance and support, complete a template description (e.g., <Character's name> is <descriptor> because in this story he <action supporting

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		descriptor choice>. He is <same descriptor> when he says <quote> and when he <another action>.). **Level I AA Students will:** **EEW.4.9.a.** With guidance and support, participate in writing tasks that follow shared reading of literary text. Ex. After participating in shared reading of a book, use a single message voice output device to contribute an idea to a shared writing project. Ex. After participating in a shared reading of a book, indicate "yes" or "no" to a list of adjectives describing the setting (e.g., *hot*, *warm*, *cold*, *windy*, *wet*, *dry*), which the teacher then writes down (e.g., *This story takes place in the desert. It is hot. It is dry.*).
b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	**EEW.4.9.b.** Apply *Essential Elements of Grade 4 Reading Standards* to informational text (e.g., "Use details from the text to recount what the text says.").	**Level IV AA Students will:** **EEW.4.9.b.** Apply *Essential Elements of Grade 4 Reading Standards* in depth to informational text (e.g., "Use multiple details from the text to recount what the text says."). Ex. After selecting multiple details from the story to recount the text, write a summary. Ex. After selecting multiple details from the story to recount the text, compare the story to a personal experience. **Level III AA Students will:** **EEW.4.9.b.** Apply *Essential Elements of Grade 4 Reading Standards* to informational text (e.g., "Use details from the text to recount what the text says."). Ex. Having read a text to identify details to recount the text, write a recount. Ex. After using text projected on an interactive whiteboard to underline

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		details, and then using those underlined details in recounting the text, write a recount of the text. **Level II AA Students will:** **EEW.4.9.b.** With guidance and support, apply *Essential Elements of Grade 4 Reading Standards* to informational text (e.g., "Use details from the text to recount what the text says."). Ex. With guidance and support to read a text and identify details to recount the text, work with a teacher to write about it. Ex. With guidance and support to identify and type the details in a text, use the typed information to create a written recount of the text. **Level I AA Students will:** **EEW.4.9.b.** With guidance and support, participates in writing tasks that follow shared reading of informational text. Ex. After participating in shared reading of a book, use a single message voice output device to contribute an idea to a shared writing project. Ex. After participating in a shared reading, select three pictures from the text with Level IV AA Students, and take turns typing about each picture, and then listen and observe as Level IV AA Students points to and reads aloud the finished product.
Range of Writing. **W.4.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a	**EEW.4.10.** Write routinely for a variety of tasks, purposes, and audiences.	**Level IV AA Students will:** **EEW.4.10.** Write routinely with elaboration for a variety of tasks, purposes, and audiences. Ex. Write a note using descriptive words to include in the home-school notebook. Ex. Send an e-mail to a friend that includes descriptive adjectives or other details about a recent activity.

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single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		**Level III AA Students will:** **EEW.4.10.** Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook. Ex. Send an e-mail to a friend. Ex. Write labels to go with a display for a group research project. **Level II AA Students will:** **EEW.4.10.** With guidance and support, write routinely for a variety of tasks, purposes, and audiences. Ex. Using a preprogrammed word bank and alphabet access on the computer, write a note to include in the home-school notebook. Ex. Using a template with steps to follow, send an e-mail to a friend. Ex. With guidance and support, write labels to go with a display for a group research project. **Level I AA Students will:** **EEW.4.10.** With guidance and support, communicate routinely for a variety of purposes and audiences. Ex. Use a multiple message voice output device as the teacher writes the message and rereads it aloud as the student observes and listens. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, tell how they feel, as the partner writes it down and then rereads it aloud as the student observes and listens.

Fourth Grade English Language Arts Standards: Speaking and Listening

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Comprehension and Collaboration. **SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	**EESL.4.1.a.** Participate in communicative exchanges to communicate directly with peers in multi-turn exchanges. a. Contribute ideas from prior knowledge and experience during discussions about text.	**Level IV AA Students will:** **EESL.4.1.a.** Initiate conversations about text drawing upon prior knowledge and experience. Ex. Before rereading a familiar poem with a small group, initiate comment on the poem (e.g., The student says, "I like. Think about grandma."). Ex. During a literature circle discussion of a book read by the entire group, initiates a conversation (e.g., The student says about a favorite character, "Man is good." "Story made me happy.") Ex. While working with a group on a project, point to an illustration in text and use a multiple message communication system (e.g., The student uses the system to say, "I see it. Museum. Big, Big, Big."). **Level III AA Students will:** **EESL.4.1.a.** Contribute ideas from prior knowledge and experience during discussions about text. Ex. Recall an idea about the sun from a trip to the planetarium that would add to the discussion about our solar system. Ex. Recall an idea from reading about hurricanes that would add to a discussion about natural disasters. Ex. Using switches, recall an idea from class when asked, "What did you learn in school today?" **Level II AA Students will:** **EESL.4.1.a**. With guidance and support, contribute an idea in discussions from prior experience. Ex. With guidance and support such as, "Today, we are going to talk about healthy foods. Fruit is a healthy food. What fruit did you put on your lunch chart yesterday?," the student says, "apple" in a conversation about

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		healthy food. Ex. With guidance and support such as, "Look at this picture. Do you remember the dinosaur from the museum? Was it big or small?," the student contributes, "dinosaurs big" to the group discussion of the characteristics of dinosaurs. **Level I AA Students will:** **EESL.4.1.a**. With guidance and support, contribute an idea in a teacher-led discussion. Ex. With guidance and support such as, "Today, we are going to talk about healthy foods. Fruit is a healthy food. What healthy food do you eat?," the student selects a fruit from an array of choices of fruit. Ex. With guidance and support such as, "Today, we are going to learn about disasters. These are things like hurricanes and floods. Have you ever seen the water rise high like a flood?," the students respond "yes" or "no" with a head shake or nod, or eye gaze to look at the appropriate card that indicates yes or no.
b. Follow agreed-upon rules for discussions and carry out assigned roles.	**EESL.4.1.b.** Take turns in discussions with others.	**Level IV AA Students will:** **EESL.4.1.b.** Take turns in a range of collaborative discussions with others (e.g., one-on-one, large and small groups, and teacher-led). Ex. Attend to the teacher in a one-on-one interaction until the teacher is finished; then, add own comments signaling when finished by making eye contact; and then, waiting again for teacher to finish. Ex. Attend to another member of a small group until peer is finished; then, add own comments and wait for another peer to finish before adding more.

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		Level III AA Students will: **EESL.4.1.b.** Take turns in discussions with others. Ex. Address comments to peers when taking turns in a structured activity. Ex. Wait for a peer to finish speaking before adding own comments through two cycles of turns. **Level II AA Students will:** **EESL.4.1.b.** With guidance and support, take turns in structured discussions with others. Ex. When the teacher is the partner and deliberately reminds students, "Wait until I am finished," wait to add comments until after the teacher is finished. Ex. When engaged in structured small group interaction with a talking stick being passed from one member to another, listen while others talk and only speak when the talking stick is in their hands. **Level I AA Students will:** **EESL.4.1.b.** Participate in discussions. Ex. Respond to peers' communications to them by looking in the direction of the speaker and nodding. Ex. Use a single message voice output device to say, "Who has more to say?" during a group discussion. Ex. Use a sequenced message device to participate in an interaction about an activity in the classroom using social scripts.
c. Pose and respond to specific questions to clarify or follow up on information, and make	**EESL.4.1.c.** Ask and answer questions about information presented by others.	**Level IV AA Students will:** **EESL.4.1.c.** Ask and answer questions about information presented by others and to clarify points in the discussion. Ex. Ask, "Did that really happen?" in response to peer telling a story about

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
comments that contribute to the discussion and link to the remarks of others.		seeing a tomato bigger than a basketball. When peer says "No, but do you think it could?," the student responds. Ex. Answer the question, "How big was the tomato?" after a peer tells a story about seeing a tomato bigger than a basketball. Then, the student asks, "Is that real?" **Level III AA Students will:** **EESL.4.1.c.** Ask and answer questions about information presented by others. Ex. Responds to teacher's question about peer's story, "Are most tomatoes bigger than a basketball?" with "No!" When teacher says, "What do you want to know?," the student says, "Is that real?" Ex. After a peer completes a class presentation about a state hero, ask, "What happened to him?" The peer says, "He won the war. Do you remember the name of the war?," students answer. **Level II AA Students will:** **EESL.4.1.c.** Ask and answer questions about the topic. Ex. While looking at a picture of the big tomato a classmate is sharing, ask, "Can you eat it?" Ex. While looking at a picture from a peer's class presentation about a state hero such as a fireman, point to the picture of the hose when asked, "Where is the hero's tools/equipment?" **Level I AA Students will:** **EESL.4.1.c.** With guidance and support, answer questions about the topic. Ex. While looking at a picture of the big tomato a classmate is sharing, the teacher asks, "What do you do with a tomato?," point to *eat* as a correct answer.

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		Ex. While looking at a picture from a peer's class presentation about a state hero such as a fireman, point to the picture of the hose when asked, "Where is the hero's tools/equipment?"
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**EESL.4.1.d.** Identify the key ideas of the discussion.	**Level IV AA Students will:** **EESL.4.1.d**. Identify and respond to the key ideas of the discussion and explain own ideas. Ex. Respond to questions to identify key ideas in a discussion (e.g., When a peer stops talking, the teacher asks, "What was she telling us about?" The student responds, "Farmer's market. Big tomato." Then, the teacher asks, "What do you think?" The student responds, "Is it real?"). Ex. Use a multiple message communication system to identify the topic when asked, "What are we talking about?" and then say, "Tell me more." **Level III AA Students will:** **EESL.4.1.d**. Identify the key ideas of the discussion. Ex. Use a voice output system to say, "big, tomato, farm market." Ex. Point to an illustration in a science textbook to identify the topic of a discussion. Ex. Say, "the characters" when asked, "What part of the book are we talking about?" **Level II AA Students will:** **EESL.4.1.d**. Identify one idea presented in the discussion. Ex. Point to or eye gaze to a picture of the big tomato from an array of pictures of various vegetables. Ex. Use multiple message voice output device to select a symbol that represents one idea in a discussion.

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		Level I AA Students will: **EESL.4.1.d**. With guidance and support, identify the topic of the discussion. Ex. Select from two illustrations showing topics of the discussion (e.g., When the teacher says, "We are talking about Amy's trip to the farmer's market. What did she say she saw?" Then, holds up and labels two pictures, the student eye gazes to the picture of the tomato.). Ex. During a small group literature circle discussion, point to the appropriate book when a peer holds up two books and asks, "What book are we talking about?"
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**EESL.4.2.** Identify the main idea of a text presented through diverse media.	**Level IV AA Students will:** **EESL.4.2.** Identify the main idea and supporting details of a text presented through diverse media. Ex. After seeing a video clip of a pumpkin growing in slow motion, state main idea, "pumpkins grow in stages" and supporting details (e.g., seed, stem, and roots, flower, pumpkin). Ex. After listening to a peer read a text that is projected on an interactive whiteboard, identify the main idea from choices presented at the end of the book, and select from an array of details those that come from the book. **Level III AA Students will:** **EESL.4.2.** Identify the main idea of a text presented through diverse media. Ex. After listening to a peer read a text that is projected on an interactive whiteboard, identify the main idea from choices presented at the end of the book. Ex. After seeing a video clip of a pumpkin growing in slow motion, state main idea, "pumpkins grow in stages."

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		Ex. After seeing a video clip of a pumpkin growing in slow motion, use a multiple message voice output device to say, "pumpkins grow." **Level II AA Students will:** **EESL.4.2.** Identify details from a text presented through diverse media. Ex. After seeing a video clip of a pumpkin growing in slow motion, identify details from the video (e.g., seed, stem, leaves, pumpkin). Ex. After listening to a peer read a text that is projected on an interactive whiteboard, sort pictures into boxes of those that are details from the story and those that are not. **Level I AA Students will:** **EESL.4.2.** With guidance and support, identify the topic of a text presented through diverse media. Ex. After watching with focused attention to a video clip of showing a pumpkin growing in slow motion, point to a picture of a pumpkin from an array of choices when asked, "What was that movie about?" Ex. After listening to a peer read a text that is projected on an interactive whiteboard, point to a picture from an array that represents the topic of the book.
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	**EESL.4.3.** Identify a point that the speaker makes.	**Level IV AA Students will:** **EESL.4.3.** Identify points that the speaker makes. Ex. Differentiate points that the speaker made from points he or she did not make when given choices (e.g., After watching the movie or hearing the first chapter of *Charlotte's Web*, uses a T-graph to show the points that Fern made to her father to show why Wilbur should be saved versus points her father makes to get rid of the pig.).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Given a list of points with symbol support as needed, highlight each of the points the speaker makes while the speaker is speaking. **Level III AA Students will:** **EESL.4.3.** Identify a point that the speaker makes. Ex. Restate in a word or two a point the speaker makes on the topic (e.g., states a reason Fern used to convince her father to keep Wilbur). Ex. After listening to a peer present to the class, identify two things the peer said from a list presented with partner-assisted scanning (e.g., The peer reads each item in the list and the student says, “yes” or “no” to indicate if the item was part of what peer said in presentation). **Level II AA Students will:** **EESL.4.3.** With guidance and support, repeat one point a speaker makes. Ex. Repeat a phrase the speaker has said when asked (e.g., The student points to a picture of one of the messages Charlotte puts on her web, such as “some pig”, when asked, “What did Charlotte say that saved Wilbur?”). Ex. Select a pre-stored message from an array of choices to repeat a point the speaker makes. **Level I AA Students will:** **EESL.4.3.** Recognize speaker. Ex. Establish eye gaze with speaker. Ex. Face toward the speaker. Ex. Nod or otherwise acknowledge the speaker. Ex. Point to speaker when asked, “Who is speaking?”

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Presentation of Knowledge and Ideas. **SL.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**EESL.4.4.** Tell a story about a personal experience with supporting details.	**Level IV AA Students will:** **EESL.4.4.** Tell a story about a personal experience with descriptive supporting details. Ex. Tell a story about getting a new puppy, including what kind of dog it is and where they got it (e.g., "We got a puppy. Lots of puppies at the pound. Little black puppy. He licked me! We took him home in a box."). **Level III AA Students will:** **EESL.4.4.** Tell a story about a personal experience with supporting details. Ex. Using sign, tell about the puppy arriving at home, including details about the first encounter with the puppy (e.g., "We got a puppy at the store. He rode next to me in the car. He jumped on me. We played a lot."). Ex. Before writing, tell the teacher what they are going to write about (e.g., The student says, "I went to party. Grandma Red Hat party. Aunt Stephanie and me have party. I got new dress."). **Level II AA Students will:** **EESL.4.4.** Recount a personal experience including details. Ex. Using a multiple message voice output device, select three symbols to show how he or she made the cookies (e.g., mix, cook, oven). Ex. Use a multiple voice output communication device to report on weekend activities during a morning meeting (e.g., The student says, "Shopping with mom. Shoes, DVD, lunch."). **Level I AA Students will:** **EESL.4.4.** Identify a picture, object, or other artifact from a personal experience. Ex. Given an array of pictures, point to the appropriate picture when the

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		teacher says, "You got a new puppy? Show me the picture of your new puppy." Ex. Given a display of class art projects, identify own project.
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**EESL.4.5.** Add audio recordings or visuals to a presentation about a personally relevant topic.	**Level IV AA Students will:** **EESL.4.5.** Create a simple presentation about a curriculum-based topic. Ex. Select artifacts that reflect the topic being studied in science, write labels for each, and arrange them in a visual display to talk about during the school science fair. Ex. Select illustrations from a book read during class and give a short presentation describing each illustration and its relationship to the story. **Level III AA Students will:** **EESL.4.5.** Add audio recordings or visuals to a presentation about a personally relevant topic. Ex. Select pictures from a family vacation, label the pictures (e.g., people's names and places) and sequence them for a presentation. Ex. Select objects from a collection (e.g., toys, rocks, videos) and select words from a multiple message communication device to go with each object to use in a presentation. **Level II AA Students will:** **EESL.4.5.** Select pictures, objects, or artifacts or label pictures, objects, or artifacts to contribute to a simple presentation about a personally relevant topic. Ex. Working with a small group, create a presentation about a class activity (e.g., Creating a presentation about a class trip to a diamond mine, the student selects a sieve, trowel, and diamond chip for the group to include in the presentation.).

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		Ex. Working with other family members, select pictures of members of the family to show during a presentation about family. **Level I AA Students will:** **EESL.4.5.** Select a picture, object, or artifact from an array of options to add to a class-created presentation about a personally relevant topic. Ex. Select favorite picture of the new puppy to add to the presentation *Our Pets* created by the class. Ex. Select a favorite food item from an array to add to a class presentation *Our Favorite Things* created by the class.
SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	**EESL.4.6.** Differentiate between communication partners and contexts that call for formal and informal communication.	**Level IV AA Students will:** **EESL.4.6.** Use formal and informal language as appropriate. Ex. Upon entering the classroom, greets peers informally (e.g., "Hey!") and teachers formally (e.g., "Good morning."). Ex. During a group discussion, informally comment on a peer's remarks (e.g., "No way!") and formally offer own remarks (e.g., "I think it was the man."). **Level III AA Students will:** **EESL.4.6.** Differentiate between communication partners and contexts that call for formal and informal communication. Ex. When asked, "Should you answer with one word right now?," respond appropriately, "yes" or "no." Ex. Upon entering the principal's office, select an appropriate message on the voice output device (e.g., The student says, "I have something to say, but it will take me a minute." And then begins to construct a formal message linking multiple symbols together.).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Upon joining a group of peers at a lunch table, navigate to a page in a communication device with preprogrammed messages for friends. **Level II AA Students will:** **EESL.4.6.** Expand upon or clarify informal language when asked to use more formal language. Ex. Restate a greeting using more formal language when asked (e.g., When asked to greet to a new person, the student says, "Hi." When the teacher says, "How else could you say that?," the student says, "Morning.") Ex. When a class guest asks if the student wants a turn and he or she selects the message "No way!," the student responds to the teacher's request to be polite by selecting the message that says, "No thanks." **Level I AA Students will:** **EESL.4.6.** Communicate informally with others. Ex. Gesture (e.g., wave hand, nod head) to communicate informally with someone in the hallway. Ex. Use a single message voice output device to comment informally during shared reading, "No Way!"

Fourth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Conventions of Standard English. **L.4.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).	**EEL.4.1.** Demonstrate standard English grammar and usage when communicating. a. Use possessive pronouns.	**Level IV AA Students will:** **EEL.4.1.a.** Communicate using standard English with appropriate pronouns. Ex. Use correct form of possessive pronouns in context. Ex. Use possessive pronouns (e.g., *mine*, *my*, *your*, *his*, *her*, *our*, *their*). **Level III AA Students will:** **EEL.4.1.a.** Use possessive pronouns. Ex. Respond to questions about who owns an item with a possessive pronoun. Ex. Select a possessive pronoun to complete a sentence (e.g., "The doll is ____" responds "ours" or "mine."). **Level II AA Students will:** **EEL.4.1.a.** Locate a picture or object representation related to possessive pronouns. Ex. Select a picture of a truck when asked, "What is your favorite toy?" Ex. Select another child's toy from two choices (one of which is their own toy), when asked, "Which one is his toy?" **Level I AA Students will:** **EEL.4.1.a.** Indicate possession. Ex. Reach for or indicate their own toy when given two choices. Ex. Hand other children their toys upon request (e.g., "Please give Darren his toy truck.").

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.	**EEL.4.1.b.** N/A	
c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	**EEL.4.1.c.** N/A	
d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	**EEL.4.1.d.** Use comparative and superlative adjectives to describe people or objects.	**Level IV AA Students will:** **EEL.4.1.d.** Use comparative and superlative adjectives to compare two or more objects or people. Ex. Organize three objects based on size and label them as small, smaller, smallest. Ex. Identify the tallest and shortest person in the classroom. **Level III AA Students will:** **EEL.4.1.d.** Use comparative and superlative adjectives to describe people or objects. Ex. Use a superlative to describe a choice of objects (e.g., "Can I have the biggest one?"). Ex. Describe a snack and says, "This one is the best." **Level II AA Students will:** **EEL.4.1.d**. Use adjectives to describe familiar objects. Ex. Point to the color blue to describe a backpack. Ex. Says "big" to describe the ball in physical therapy.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EEL.4.1.d.** Recognize objects based on simple descriptions. Ex. The teacher asks the child, "Can you give me the red one?" Ex. Child is asked to sit in the big chair.
e. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*[*sic*]	**EEL.4.1.e.** Use common prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *by*, *with*).	**Level IV AA Students will:** **EEL.4.1.e**. Use common prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *by*, *with*) in phrases and sentences. Ex. Describe the position of an item in an activity using a preposition in a statement that includes item + preposition + location. Ex. Direct someone to put the put something in his backpack saying, "Put it in my bag." **Level III AA Students will:** **EEL.4.1.e.** Use common prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *by*, *with*). Ex. When asked to describe the position of an item, accurately state that it is "in". Ex. When asked to clarify if the card is from a friend or to a friend, respond with the appropriate preposition. **Level II AA Students will:** **EEL.4.1.e.** Demonstrate understanding of common prepositions. Ex. Turns *off* the light when asked. Ex. Puts the cup *by* the sink. **Level I AA Students will:** **EEL.4.1.e.** With guidance and support, follow simple directions that include prepositions.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Put a book *in* the bag when asked. Ex. Put books *on* the shelf. Ex. Collect papers *from* other students. Ex. Give materials *to* other students. Ex. Point to or look at the object in the appropriate location depending on the preposition given. (e.g., "Look at the book on the table.").
f. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*[*sic*]	**EEL.4.1.f.** Communicate using grammatically complete utterances.	**Level IV AA Students will:** **EEL.4.1.f.** Communicate using complete simple sentences. Ex. Communicate a preference using a complete sentence (e.g., "I like to go to school."). **Level III AA Students will:** **EEL.4.1.f.** Communicate using grammatically complete utterances. Ex. Communicate the answers to questions using grammatically complete utterances (e.g., "Go to school."). **Level II AA Students will:** **EEL.4.1.f.** Links two or more words together in communication. Ex. Communicate a desire using two words together (e.g., "go home" or "want more."). **Level I AA Students will:** **EEL.4.1.f.** Communicates choices. Ex. Presented with two choices and asked, "Which would you like?," say "that" or indicate choice.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.	**EEL.4.2.** Demonstrate capitalization, end punctuation, and spelling when communicating. a. Capitalize the first word in a sentence.	**Level IV AA Students will:** **EEL.4.2.a.** Capitalize the first word in a sentence in own writing. Ex. Use shift or caps lock to capitalize the first letter in sentence in own writing. **Level III AA Students will:** **EEL.4.2.a.** Capitalize the first word in a sentence. Ex. The teacher is writing the morning message and stops to ask, "How do I start?" The student responds, "Start with a capital letter." **Level II AA Students will:** **EEL.4.2.a.** With guidance and support, indicate that the first word in a sentence must be capitalized. Ex. The teacher is writing the morning message and stops to ask, "What do I need to do to that first word in the sentence?" The student responds, "Capital." **Level I AA Students will:** **EEL.4.2.a.** With guidance and support, indicate a letter that is capitalized. Ex. Recognize the first letter in their name when it is capitalized. Ex. Given two choices, identify (pointing, eye gaze, etc.) the capital letter.
b. Use commas and quotation marks to mark direct speech and quotations from a text.	**EEL.4.2.b.** N/A	

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
c. Use a comma before a coordinating conjunction in a compound sentence.	**EEL.4.2.c.** N/A	
d. Spell grade-appropriate words correctly, consulting references as needed.	**EEL.4.2.d.** Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.	**Level IV AA Students will:** **EEL.4.2.d.** Spell most words correctly with full phonetic representations of misspelled words. Ex. Write a short message with 8/10 words spelled correctly and the remaining two words spelled phonetically with all sounds represented. **Level III AA Students will:** **EEL.4.2.d.** Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns. Ex. Use letter tiles to spell words phonetically. **Level II AA Students will:** **EEL.4.2.d.** Identify the consonant to represent the initial phoneme in familiar words. Ex. Use letter tiles to indicate the beginning consonant of a familiar word. Ex. Use letter tiles to indicate the beginning sound of a familiar word (e.g., selects either *c* or *k* as the first sound in the word, *cat*). **Level I AA Students will:** **EEL.4.2.d.** Identify letter names.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Knowledge of Language. **L.4.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.*[*sic*]	**EEL.4.3.** Use language to convey meaning when writing or communicating. a. Use language to express emotion.	**Level IV AA Students will:** **EEL.4.3.a.** Use the more specific word to communicate ideas or feelings. Ex. Use specific words in place of general words to communicate (e.g., *excited* versus *happy*). Ex. Use words that are more precise about feelings (e.g., *cool* versus *cold*). **Level III AA Students will:** **EEL.4.3.a.** Use language to express emotion. Ex. Initiates language to express an emotion related to an activity or experience. Ex. Use the appropriate words to communicate an emotion (e.g., *mad*, *sad*, *happy*). Ex. Select a word from choices to communicate emotion. Ex. Responds by using an appropriate word that expresses an emotion when asked, “How did that make you feel?” **Level II AA Students will:** **EEL.4.3.a.** Use words, pictures, or symbols to communicate. Ex. Given a choice of two photographs, selects one to communicate an emotion. Ex. Responds by using a word that expresses an emotion when asked, “How did that make you feel?” Ex. During a shared reading activity when asked “How does <character’s name> feel about this?,” point to an illustration in the book that shows the character’s emotion. Ex. When asked a question by the teacher, “How does that make you feel, happy, sad, or scared?,” the student responds with one of the choices by pointing or gazing to a symbol or saying the word.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EEL.4.3.a.** Identify words, pictures, or symbols that communicate emotions. Ex. Respond when others express happiness. Ex. Identify a picture or symbol that is used to indicate *happy*.
b. Choose punctuation for effect.*[*sic*]	**EEL.4.3.b.** N/A	
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	**EEL.4.3.c.** Communicate effectively with peers and adults.	**Level IV AA Students will:** **EEL.4.3.c.** Initiate effective communications with peers and adults. Ex. Start a conversation with a peer by addressing them with a question or statements. **Level III AA Students will:** **EEL.4.3.c.** Communicate effectively with peers and adults. Ex. Communicate reactions to statements made by others. Ex. Answer questions from peers and adults about self or joint activities. **Level II AA Students will:** **EEL.4.3.c.** Communicate with adults. Ex. Respond when addressed by an adult. Ex. Answer questions from adults about self or current activity. **Level I AA Students will:** **EEL.4.3.c.** Use words, pictures, symbols, or sign to communicate.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Vocabulary Acquisition and Use. **L.4.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	**EEL.4.4.** Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.	**Level IV AA Students will:** **EEL.4.4.a.** Use context as a clue to provide a word that completes a sentence read aloud by an adult. Ex. Provide a word to complete a sentence (e.g., The teacher reads a sentence aloud skipping one word and asks students to provide a word that completes the sentence.). **Level III AA Students will:** **EEL.4.4.a.** Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult. Ex. Select from choices a word to complete a sentence (e.g., The teacher reads a sentence aloud skipping one word and asks students to select the missing word from an array of choices.). **Level II AA Students will:** **EEL.4.4.a.** Use context as a clue to guide selection of a word that completes a familiar sentence read aloud by an adult. Ex. While listening to a familiar text read aloud, select an appropriate word from choices (e.g., The teacher pauses and offers choices of words that will complete the sentence. Student selects the appropriate word.). **Level I AA Students will:** **EEL.4.4.a**. Make choices among familiar words to complete familiar sentences. Ex. Complete the sentence, “I want <missing word> for lunch.” Ex. Choose a contextually correct picture to represent an answer to a question about a familiar passage.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).	**EEL.4.4.b.** Use frequently occurring root words (e.g., *talk*) and the words that result when word endings are added (e.g., talked, *talking*, *talks*).	**Level IV AA Students will:** **EEL.4.4.b.** Use the correct version of words, adding the ending as appropriate. Ex. The teacher presents pages of a book they are going to write together. Each page of the book shows a picture of a boy running, but the text differs slightly on each page. The student selects the missing word for the teacher to add: "The boy is (run, runs, running)." "The boy can (run, runs, running)." "The boy (run, runs, running)." **Level III AA Students will:** **EEL.4.4.b.** Use frequently occurring root words (e.g., *talk*) and the words that result when word endings are added (e.g., *talked*, *talking*, *talks*). Ex. Use root word with ending to answer a question (e.g., The teacher asks the student, "What did you think?" The student says, "I liked it."). Ex. Use root word with ending to answer a questions (e.g., The teacher says, "What about Ava?" The student says, "She likes it."). **Level II AA Students will:** **EEL.4.4.b.** Demonstrate an understanding of the plural form of common nouns. Ex. Select from two plates at snack time, finding the one that has *crackers* versus one *cracker.* **Level I AA Students will:** **EEL.4.4.b.** Demonstrate an understanding of common nouns. Ex. Select an object, picture, or symbol that matches a common noun named by the teacher.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**EEL.4.4.c.** N/A	
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.	**EEL.4.5.** Demonstrate understanding of word relationships. a. N/A	
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	**EEL.4.5.b.** Use common idioms (e.g., *no way, not a chance, you bet).*	**Level IV AA Students will:** **EEL.4.5.b**. Explain the meaning of common idioms and use them appropriately. **Level III AA Students will:** **EEL.4.5b.** Use common idioms (e.g., *no way, not a chance, you bet).* Ex. During a shared reading activity, reply “no way” in response to a repeated question in the text.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. During a game in P.E., raise his hand and tell another child, "High five!" in response to a good turn. Ex. Students are talking about an upcoming party and agree that they are going to "pig out" on all of the treats. **Level II AA Students will:** **EEL.4.5.b.** Use common phrases. Ex. Combines words to produce phrases such as: *I do it, I want it, my turn, look at me.* **Level I AA Students will:** **EEL.4.5.b.** Understand common phrases. Ex. Responds appropriately when someone says phrases such as: *your turn, take one, look at that.*
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**EEL.4.5.c.** Demonstrate understanding of opposites.	**Level IV AA Students will:** **EEL.4.5.c.** Say words that are opposites. Ex. Provide opposites during a shared writing activity using the repeated sentence, "The opposite of <teacher inserts word> is <student provides word>." **Level III AA Students will:** **EEL.4.5.c.**Demonstrate understanding of opposites. Ex. Match words that are opposites (e.g., hot/cold, big/little, tall/short, dirty/clean). **Level II AA Students will:** **EEL.4.5.c.** With guidance and support, demonstrate understanding of opposites.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. During snack, the teacher asks the student to show which cookie is big and which is little. Ex. In a familiar story, indicate which character is big and which one is little. **Level I AA Students will:** **EEL.4.5.c.** With guidance and support, identify an opposite. Ex. Point to ice, when shown a picture of boiling water and ice, and asked, "This is hot. Show me cold." Ex. Choose a little ball when shown a big ball and a little ball and asked to indicate the little ball.
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	**EEL.4.6.** Use domain-specific words.	**Level IV AA Students will:** **EEL.4.6.** Use domain-specific words and phrases. **Level III AA Students will:** **EEL.4.6.** Use domain-specific words. Ex. Use *reading* or *book* symbol to describe a reading activity. Ex. Use *reading* or *book* symbol to signal a desire for a reading activity. **Level II AA Students will:** **EEL.4.6.** Match domain-specific words. Ex. Match a word to informational text (e.g., activity on personal schedule.) Ex. Match a picture to a word from informational text (e.g., weather chart symbol for rain to *rain*.).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EEL.4.6.** Select a domain-specific word. Ex. Point to or indicate words or pictures related to the topic of discussion.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR FIFTH GRADE

Fifth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RL.5.1**. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**EERL.5.1.** Identify words in the text to answer a question about explicit information.	**Level IV AA Students will:** **EERL.5.1**. Select words from the text to support an inference. Ex. When given support in making an inference from the text, select from word cards the words from text that support the inference. Ex. Given the text projected on an interactive whiteboard, underline the words from the text that support the inference made by the student in collaboration with the teacher. **Level III AA Students will:** **EERL.5.1.** Identify words in the text to answer a question about explicit information. Ex. Using cards with segments of the text written on them, answer explicit questions about the book by selecting appropriate cards. Ex. Given the text projected on an interactive whiteboard, underline the words from the text that provide the answer to explicit questions. **Level II AA Students will:** **EERL.5.1.** With guidance and support, identify words in the text to answer a question about explicit information. Ex. Given cards with segments of the text written that contain the relevant information, select the card that answers a question about explicit information from the text. Ex. Given a segment of the text projected on an interactive whiteboard that contains the relevant information, underline the words from the text that provide the answer to explicit questions.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERL.5.1.** With guidance and support, answer explicit questions about a familiar text. Ex. After shared reading and review of details from the story, choose which of two details, one related and one unrelated, came from the story.
RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**EERL.5.2.** Identify the central idea or theme of a familiar story, drama or poem.	**Level IV AA Students will:** **EERL.5.2**. Identify the central idea or theme of a story, drama, or poem. Ex. After the first or second reading of a story, drama, or poem, state the central idea or theme. Ex. After the first or second reading of a story, drama, or poem, identify the central idea of theme from an array of choices. **Level III AA Students will:** **EERL.5.2.** Identify the central idea or theme based of a familiar story, drama, or poem. Ex. After repeated readings of a story, drama, or poem, identify the central idea or theme from an array of choices. Ex. After repeated readings of a story, drama, or poem, state the central idea or theme. Ex. Reminded of two details from the text, state the central idea. **Level II AA Students will:** **EERL.5.2**. Identify the main idea of a familiar story. Ex. Select from choices the main idea of a familiar story. **Level I AA Students will:** **EERL.5.2.** With guidance and support, identify details from a familiar story. Ex. Given two choices, one related and one unrelated, identify a detail

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		from a familiar story. Ex. Using a communication device or picture choice, point to one of two choices, one related and one unrelated, to identify a detail from a familiar story.
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**EERL.5.3.** Compare and contrast two characters in a familiar story.	**Level IV AA Students will:** **EERL.5.3.** Compare and contrast two characters in a story. Ex. Create a Venn diagram that shows how two characters are the same and different. Ex. Select from a list of adjectives those words that describe only one or both of the characters. Ex. Create character playing cards with details and descriptions. **Level III AA Students will:** **EERL.5.3.** Compare and contrast two characters in a familiar story. Ex. After repeated readings of a familiar text, select from a list of adjectives those that describe only one or both of the characters. Ex. Given a list of descriptors of one or both of the characters, sort them into appropriate places on a Venn diagram. Ex. Complete a simple Venn diagram with likes and differences of two characters. **Level II AA Students will:** **EERL.5.3**. Compare two characters in a familiar story. Ex. After repeated readings of a familiar text, select from a list of adjectives those that describe both of the characters. Ex. Choose from options, a word that describes two characters in a familiar story.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERL.5.3.** Identify words that describe a main character from a familiar story. Ex. After repeated readings of a familiar story in which the reader emphasizes words that describe a main character, select one or more words from a list that describes the character. Ex. Given a list of descriptive words (or symbols), select one or more that describes a main character. Ex. Match a character with a feeling chart or pictures.
Craft and Structure. **RL.5.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**EERL.5.4.** After listening to or reading a familiar text, determine the meanings of words and phrases.	**Level IV AA Students will:** **EERL.5.4.** N/A **Level III AA Students will:** **EERL.5.4.** After listening to or reading a familiar text, determine the meanings of words and phrases. Ex. Given a familiar text projected on an interactive whiteboard, define words and phrases highlighted by the teacher. **Level II AA Students will:** **EERL.5.4.** After listening to or reading a familiar text, identify the meanings of words and phrases. Ex. After listening to or reading a familiar text, identify the meaning of a word and phrase from an array of choices. Ex. After listening to or reading a familiar text, match words in the text with pictures or other visual/tactual representations of the word.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERL.5.4.** With prompts and support, identify the meaning of words in a familiar text.
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**EERL.5.5.** Identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure.	**Level IV AA Students will:** **EERL.5.5.** Identify the beginning, middle, and end of a poem, drama, or story. Ex. Using sentence strips, select a sentence from the beginning, a sentence from the middle, and a sentence from the end of a poem. Ex. Label the beginning, middle, and end using a plot diagram. **Level III AA Students will:** **EERL.5.5.** Identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure. Ex. Using a story map, fill in the beginning, middle, and end of the story. Ex. Act out a drama including the beginning, middle, and end in the correct order. Ex. Label the beginning, middle, and end of a story with a clearly sequential structure using a plot diagram. **Level II AA Students will:** **EERL.5.5.** Given three parts from a familiar poem, drama, or story, arrange the parts into the correct sequence. Ex. Arrange picture that represent the beginning, middle, and end of a familiar story in the order in which they occurred in a story or drama. Ex. Given a story map with the middle filled in and words representing the beginning, middle, and end of the story or drama, arrange the words to show the beginning and end of the story map in the correct place.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERL.5.5.** Identify the beginning of a familiar story. Ex. Using picture clues, identify the beginning of a story. Ex. Point to the beginning of a story in the text.
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	**EERL.5.6.** Determine the point of view of the narrator.	**Level IV AA Students will:** **EERL.5.6.** Describe the difference between the point of view of the narrator and another character in the story. Ex. Once the narrator has been identified as the little girl in *The Other Side*, describe how the story would be different if told by her mother. Ex. Determine when a story was told by the main character or by someone who was observing the main character and describe how the story would be different if told by someone else. **Level III AA Students will:** **EERL.5.6.** Determine the point of view of the narrator. Ex. Tell (verbally, pointing, signing) who is telling the story in *The Beauty and the Beast* (Beast, an outside narrator, Belle, or Lumiere), and determine if the narrator is a part of the story (first person) or telling us about the story (third person). Ex. Determine when a story was told by the main character or by someone who was observing the main character. Ex. Asked "Was the person telling the story talking about his own experience?," answers yes or no. **Level II AA Students will:** **EERL.5.6.** Identify the narrator in a story with a character as the narrator. Ex. Answers the question, "Who is telling the story?"

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERL.5.6.** Identify the speakers in a dialogue. Ex. Touch the picture of the speaker in an illustrated story while reading.
Integration of Knowledge and Ideas. **RL.5.7.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**EERL.5.7.** Identify illustrations and multimedia elements that add to understanding of a text.	**Level IV AA Students will:** **EERL.5.7.** Provide an example of how an illustration enhances understanding of the text. Ex. Select a picture from the text and describe what additional information was learned from it. **Level III AA Students will:** **EERL.5.7.** Identify illustrations and multimedia elements that add to understanding of a text. Ex. Find the element in the illustration of Julian and the Redwood from *Operation Redwood* that shows that redwoods in Operation Redwood are huge and not easy to replace. Ex. Given a multimedia version of a book, point to the animation of an object that plays an important role later in the story. **Level II AA Students will:** **EERL.5.7.** Identify illustrations and multimedia elements that show what is happening in the text. Ex. Point to the part of the illustration in *The Other Side* where the girl looks sad when reading, “She looked sad sometimes, that girl did.”

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERL.5.7.** Identify the target item in an illustration or other multimedia element. Ex. Shown an illustration from *The Other Side,* point to the girl who is on the fence.
RL.5.8. (Not applicable to literature)	**EERL.5.8.** N/A	
RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**EERL.5.9.** Compare two stories with similar topics.	**Level IV AA Students will:** **EERL.5.9.** Compare and contrast two stories with similar elements. Ex. Using a Venn diagram, place story elements in the location that illustrates what is the same and what is different. **Level III AA Students will:** **EERL.5.9.** Compare two stories with similar topics. Ex. Make a list of the things that are the same between the two books. Ex. Given a list of things that happen in one or both stories, identify those things that are the same in both stories. **Level II AA Students will:** **EERL.5.9.** Given a story, locate another story with the similar topic. Ex. Given a story about a pig, find another book about a farm animal (e.g., *Charlotte's Web*). **Level I AA Students will:** **EERL.5.9.** Identify the topic of a familiar book. Ex. Given a choice of animals or vehicles, select animals when asked, "What is *Charlotte's Web* about?"

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Range of Reading and Level of Text Complexity. **RL.5.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	**EERL.5.10.** **This Literature Essential Element references all elements above.	

Fifth Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RI.5.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**EERI.5.1.** Select words or phrases from the text to support inferences.	**Level IV AA Students will:** **EERI.5.1.** Explain what the text says to support inferences. **Level III AA Students will:** **EERI.5.1.** Select words or phrases from the text to support inferences. Ex. Given a conclusion/outcome from a science experiment (e.g., plant that wilted and died), select from an array words or phrases that could explain the outcome (e.g., lack of water, loud music, smells in the classroom). **Level II AA Students will:** **EERI.5.1.** Identify details from the text to support inferences. Ex. Answer a question about information from the text by pointing out a detail related to the information requested. Ex. After reading about George Washington, identify George as the person who says "I never told a lie" from a choice of two people. Ex. Show where in the text the information is found (e.g., Show in the book *Horses* where it tells how horses have helped humans.). **Level I AA Students will:** **EERI.5.1.** Identify what will happen next. Ex. During a shared reading of a text, identify what they think will happen next in the story given two choices. Ex. Agree or disagree when the teacher or a peer suggests what might happen next in a text during shared reading.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	**EERI.5.2.** When given text, identify the main ideas that are supported by the key details.	**Level IV AA Students will:** **EERI.5.2.** When given a text, generate the main ideas based on details of the text. Ex. After reviewing the details of a text, state the main ideas and restate the related details. **Level III AA Students will:** **EERI.5.2.** When given text, identify the main ideas that are supported by the key details. Ex. Read a poster (life cycle of plants) and identify the details that support the main idea (seeds, roots, flower, etc.). Ex. Read *Weekly Reader*-type magazine and answer questions about the main ideas and key details. **Level II AA Students will:** **EERI.5.2.** When given simple text and two details, identify one main idea. Ex. After reading a simple passage and discussing two details from it, answer questions related to the main idea. Ex. Use pictures, symbols, or objects from text to represent the main idea. Ex. Points to an illustration in a science text when asked "What is the story about?" **Level I AA Students will:** **EERI.5.2.** With guidance and support, identify details from a familiar story. Ex. Select an object from a set of two objects that relate to a text read aloud. Ex. Given two choices, one related and one unrelated, identify a detail from a familiar historical story. Ex. Using a communication device or picture choice, point to one of two

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		choices, one related and one unrelated, to identify a detail from a familiar text.
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**EERI.5.3.** Make connections between two individuals or events/actions in a text.	**Level IV AA Students will:** **EERI.5.3.** Make connections between two individuals, events, ideas, or concepts. Ex. Use a T-chart to identify the connections between historical figures (Lincoln and Washington) for events, ideas, or concepts. **Level III AA Students will:** **EERI.5.3.** Make connections between two individuals or events/actions in a text. Ex. Determine the relationship of events in a text (e.g., What needs to happen so that hurricanes can form?). Ex. Determine the relationship of actions or steps in a text (e.g., what to do in a set directions). **Level II AA Students will:** **EERI.5.3.** Connect text to different pictures about a single event. Ex. After reading a biographical passage (Abraham Lincoln), match pictures to events significant to a single event (White House, shooting, Civil War, etc.). **Level I AA Students will:** **EERI.5.3.** Match two pictures showing the “same” event. Ex. Match a picture of Abraham Lincoln in the White House to a picture of Abraham Lincoln delivering a speech.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Craft and Structure. **RI.5.4**. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.	**EERI.5.4.** After listening to or reading a text, determine the meanings of domain-specific words and phrases.	**Level IV AA Students will:** **EERI.5.4.** Use the domain-specific word within context. Ex. Use the domain specific word in a sentence. Ex. Using the parts of the body (heart, lungs, muscles, etc.), match the words to the correct pictures. Ex. On a map, label with pictures the location of the school, church, theater, etc. **Level III AA Students will:** **EERI.5.4.** After listening to or reading a text, determine the meanings of domain-specific words and phrases. Ex. After shared reading of a science text, match words with basic definitions from an array of choices. Ex. Use a basic picture dictionary to determine word meaning. Ex. Use online graphical dictionaries and technology to determine the meaning of words from a text. **Level II AA Students will:** **EERI.5.4.** Match a word with a picture or object. Ex. Match a picture of a bird to the word *bird*. Ex. Match a map to the word *map*. **Level I AA Students will:** **EERI.5.4.** With guidance and support, recognize pictures and related words in a text. Ex. After shared reading of text, point to pictures related to words in the text. Ex. During shared reading of text, gaze at a picture related to a word in the text upon request.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**EERI.5.5.** Identify the beginning, middle, and end of a text with a clear sequential structure.	**Level IV AA Students will:** **EERI.5.5.** N/A **Level III AA Students will:** **EERI.5.5.** Identify the beginning, middle, and end of a text with a clear sequential structure. Ex. Using sentence strips, select a sentence from the beginning, a sentence from the middle, and a sentence from the end of a historical text (e.g., Pilgrims came to America, met Native Americans, and learned to grow corn). Ex. Using a story map, fill in the beginning, middle, and end of a text about plants (e.g., *seed*, *plant*, *flower*). **Level II AA Students will:** **EERI.5.5.** Given three parts from a text, arrange the parts into the correct sequence. Ex. Arrange pictures that represent the beginning, middle, and end of a familiar text in the order in which they occurred. Ex. Given a story map with the middle filled in and words representing the beginning, middle, and end of the historical text, arrange the words to show the beginning and end of the story map in the correct place. **Level I AA Students will:** **EERI.5.5.** Identify the beginning of a familiar text. Ex. After shared reading of a science text, use picture clues to identify the beginning of the text. Ex. Point to the beginning of a familiar historical text.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**EERI.5.6.** Given two pieces of information on the same event or topic, note what is the same.	**Level IV AA Students will:** **EERI.5.6.** Given two pieces of information with similar topics, compare and contrast them. Ex. Given two accounts of what happened during a winter storm, categorize what is the same and different about the two accounts. Ex. Compare and contrast the accounts of two students in the class who went on the same field trip. **Level III AA Students will:** **EERI.5.6.** Given two pieces of information on the same topic, note what is the same. Ex. Given two brief videos about the same event or topic, ask students what was the "same." Ex. Given two short statements about an event experienced by different students, ask students what was the "same." **Level II AA Students will:** **EERI.5.6.** Recognize similar aspects in two pieces of information. Ex. Identify facts that are the "same" across two sources. Ex. After shared reading of two texts about plants, identify a fact that is the "same" in both. **Level I AA Students will:** **EERI.5.6.** Identify "same" when shown words or pictures about a topic or event. Ex. Given two photos that show the same event and asked "Are these the same?," indicates a positive response.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Integration of Knowledge and Ideas. **RI.5.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**EERI.5.7.** Use print or digital sources for information to answer a question.	**Level IV AA Students will:** **EERI.5.7.** Use print or digital sources to gather information. Ex. When asked "What color is the Japanese Flag?," use multiple print or digital sources to obtain answer. **Level III AA Students will:** **EERI.5.7.** Use print or digital sources for information to answer a question. Ex. Use a weather chart to answer, "What is the weather today?" Ex. Use ABC, an alphabet book application for the iPad. **Level II AA Students will:** **EERI.5.7.** Use words or pictures to answer questions. Ex. Given three pictures of historical places, identify the one discussed in a recent lesson. **Level I AA Students will:** **EERI.5.7.** Uses a word or picture to answer a question. Ex. Uses assistive technology to answer a question about informational text.
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**EERI.5.8.** Identify the evidence or reasons the author uses to support points in text.	**Level IV AA Students will:** **EERI.5.8.** Identify more than one piece of evidence that supports the author's points in the text. Ex. Find several reasons the author gives for a point in the text (e.g., Swimming pool rules: "No glass in pool." The teacher asks, "What are several reasons?" The student answers, "cuts", etc.). Ex. State a point the author makes and several reasons the author gave.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level III AA Students will: **EERI.5.8.** Identify the evidence the author uses. Ex. After reading to identify the evidence an author provides (e.g., Vegetables have important vitamins and minerals that your body needs to survive.), restate the evidence. Ex. Restate a reason the author gives for a point in the text (e.g., What is one reason swimming pool rules include "no glass in pool?"). Ex. Select from two choices the evidence that supports a point the author makes in the text (e.g., Plants die when they get too dry, plants need water.). **Level II AA Students will:** **EERI.5.8.** Identify an author's main points. Ex. After shared reading of a historical piece, select the picture or word card that best describes the author's main point. Ex. Given two main points (one the author stated and one the author did not) related to the topic of a shared reading in a science text, select the one from the text. **Level I AA Students will:** **EERI.5.8.** With prompts and supports, identify a book about a specific topic. Ex. After shared reading of a text, select the picture or word card that represents the topic. Ex. Point to a book about hurricanes to select a book to read on that topic. Ex. Choose a picture symbol of a bear to read a book about bears.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**EERI.5.9.** Collect information from two or more texts on the same topic to share information about a subject.	**Level IV AA Students will:** **EERI.5.9.** Collect information from two or more texts on the same topic to share information about a subject. Ex. Select three books on a topic (e.g., fossils, bears) and share a fact from the passages. **Level III AA Students will:** **EERI.5.9.** Collect information from two or more texts on the same topic to share information about a subject. Ex. From three options, select two passages on a topic (e.g., From two books about bears, state one fact about bears.). **Level II AA Students will:** **EERI.5.9.** Collect information from one text to share information about a subject. Ex. After shared reading of an informational text, restate a fact from the text. **Level I AA Students will:** **EERI.5.9.** With guidance and support, indicate where information is found in a text. Ex. Given an informational book on bears and asked, “Where is something about bears?,” point to text or illustration in the book. Ex. Choose between two picture symbols showing a fact from an informational text.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Range of Reading and Level of Text Complexity. **RI.5.10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	**EERI.5.10.** **This Informational Text Essential Element references all elements above.	

Fifth Grade English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Phonics and Word Recognition. **RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**EERF.5.3.** Know and apply phonics and word analysis skills in decoding words. a. Decode two-syllable words.	**Level IV AA Students will:** **EERF.5.3.a.** Decode up to multiple-syllable words. Ex. Read text comprised of frequently encountered two- and three-syllable words. **Level III AA Students will:** **EERF.5.3.a.** Decode two-syllable words. Ex. Read text comprised of single-syllable words with accuracy. Ex. Use decoding skills to match familiar words with picture-based representations of the words. **Level II AA Students will:** **EERF.5.3.a.** Identify the beginning and ending consonant sounds of familiar words. Ex. Asked what the first and last sound in *mat* is, respond with /m/ and /t/ sound. Ex. Represents the initial and final sound in efforts to spell familiar words. Ex. Given a word card, the student will indicate (point to) the letter that is at the beginning of the word and the letter at the end of the word. **Level I AA Students will:** **EERF.5.3.a.** Identify initial letter in own name. Ex. Selects first letter of own name from an array of letters. Ex. State first letter of own name when asked. Ex. Given three student names, can pick out own name based on the first letter.

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	EERF.5.3.b. Read more than 20 common high-frequency words.	**Level IV AA Students will:** **EERF.5.3.b.** Read more than 100 words. Ex. Given word cards (Dolch or Frye), read 100 or more word cards for the teacher. **Level III AA Students will:** **EERF.5.3.b.** Read more than 20 common high-frequency words. Ex. Given word cards (Dolch or Frye), read word cards for the teacher. Ex. When participating in shared reading, the teacher will read parts while the student reads the words in their repertoire. **Level II AA Students will:** **EERF.5.3.b.** Read up to 20 common high-frequency words. Ex. When participating in shared reading, the teacher will read parts while the student reads the words in their repertoire. **Level I AA Students will:** **EERF.5.3.b.** Identify words associated with familiar pictures and symbols used to support routines, schedules, and communication. Ex. Identify words routinely encountered on their daily schedule represented by pictures (e.g., *door*, *chair*, *music*, *circle*).
Fluency. **RF.5.4.** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and	**EERF.5.4.** Read text comprised of familiar words with accuracy and understanding.	**Level IV AA Students will:** **EERF.5.4.** Read paragraphs and lengthier text with accuracy and understanding. Ex. Read a short story and answer questions about it. **Level III AA Students will:** **EERF.5.4.** Read text comprised of familiar words with accuracy and

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understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		understanding. Ex. Read simple sentences and answer questions about them. Ex. After reading a passage, answer questions by selecting from three possible choices. **Level II AA Students will:** **EERF.5.4.** Read single words with understanding. Ex. Pair single words with pictures. Ex. Read a one-word direction and follow it, (e.g., *go*, *sit*). **Level I AA Students will:** **EERF.5.4.** Attend to reading. Ex. Indicate attention to readers when others are reading. Ex. Look at page when others are reading.

Fifth Grade English Language Arts Standards: Writing

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Text Types and Purposes. **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	**EEW.5.1.** Write an opinion about a topic or text and reasons to support the opinion. a. Introduce a topic or text and state an opinion about it.	**Level IV AA Students will:** **EEW.5.1.a.** Independently introduce a topic or text and state an opinion about it. Ex. During free writing time in class, write an opinion about a favorite local team in their journal. Ex. Given a double-entry journal, enter information and quote from text in the first column, and express opinions about that information in the second column. **Level III AA Students will:** **EEW.5.1.a.** Introduce a topic or text and state an opinion about it. Ex. For a book review assignment, write the name of a self-selected text, and then write an opinion about it. Ex. Given an opinion essay writing assignment, write a topic (e.g., *school corndogs*) and then state an opinion about it (e.g., *school corndogs bad).* **Level II AA Students will:** **EEW.5.1.a.** With guidance and support, introduce a topic or text and state an opinion about it. Ex. Use a ready-made set-up in multimedia software to select a book by clicking on a scanned picture of the cover and select an opinion from a bank of words and phrases which is entered in a word document. Ex. Working with a teacher who walks the student through each step, first select a book from a collection offered by the teacher. Next, the teacher asks, "Do you think it was a good book?" The student replies, "yes" and the teacher tells the student to write *It was good* providing spelling support as needed.

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		Ex. Given a template (e.g., <Name of book> is <great, good, bad, awful>.), write the topic sentence for a book review. **Level I AA Students will:** **EEW.5.1.a.** With guidance and support, identify an opinion about a text or topic. Ex. After reading a book with the class, state an opinion about it when asked (e.g., The teacher asks the student, "Did you like it?" and the student responds, "no" by looking down, shaking his head, or engaging in whatever gesture means no.), and observe/listen as the teacher says and writes, "<Name of student> does not like <Title of book>." Ex. While peers are writing, indicate an opinion about the topic (e.g., Peers are writing letters to the cafeteria about the corndogs they serve, the teacher asks the students, "Do you think the corndogs are good or bad?" and shows two picture communication symbols (*good, bad*). The student looks at, points to, or touches the picture symbol of *bad.*) Then, the student observes and listens as the teacher models by writing and speaking aloud, "Corndogs are bad."
b. Provide logically ordered reasons that are supported by facts and details.	**EEW.5.1.b.** Provide reasons to support the opinion.	**Level IV AA Students will:** **EEW.5.1.b.** Logically order reasons to support the opinion. Ex. After writing an opinion about a favorite local team in their journal, write reasons to support that opinion in logical order (e.g., *Panthers are good. Score points. Tackle hard. Kick far.*). Ex. After writing, *school corndogs are bad,* the student writes reasons *no stik* [stick], *cold*, *and not krute* [crunchy]. Ex. Given a double-entry journal, enters information and quotes from text in the first column, and expresses opinions about that information in the second column and writes reasons for opinions (e.g., *It was scary. Dark.*

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		Girl alone. Rain and wind.). **Level III AA Students will:** **EEW.5.1.b.** Provide reasons to support the opinion. Ex. After writing an opinion of a text (e.g., *not so good)*, write reasons that support the opinion (e.g., *no jokes, no boys, not funny).* Ex. After writing, *school corndogs are bad,* the student writes reasons *cold, no stik* [stick], *not krute* [crunchy]. Ex. After writing an opinion (e.g., *good to read*) of a text (*Operation Redwood)*, write reasons (e.g., *like trees, boy good*). **Level II AA Students will:** **EEW.5.1.b.** With guidance and support, provide reasons to support the opinion. Ex. After writing an opinion of a book (*so-so*), select reasons from a bank of options and alphabet letters in talking word processing software (e.g., *characters, boring, too long).* Ex. After writing, *school corndogs are bad,* complete slot-filler sentences prepared by the teacher in talking word processing software: *Corndogs are bad because they* ***cold****. They need* ***stick****.* **Level I AA Students will:** **EEW.5.1.b.** With guidance and support, select from an array of reasons to support an opinion. Ex. Given an array of words that support the opinion that a book was *bad*, look at, point to, circle, or otherwise mark words to support the opinion which the teacher adds to the topic sentence and reads aloud as the student listens/observes (e.g., "<Name of student> does not like <Title of book> because it is <boring, scary, too long, not funny>.").

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		Ex. Given a ready-made set-up in multimedia software, use scanning to select reasons that *corndogs are bad* from an array of logical reasons, which the teacher models by writing and speaking aloud in a repeated line structure (e.g., "Corndogs are bad. They are greasy. They are cold. They are stale.").
c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).	**EEW.5.1.c.** N/A	
d. Provide a concluding statement or section related to the opinion presented.	**EEW.5.1.d.** N/A	
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when	**EEW.5.2.** Write to convey ideas and information clearly. a. Introduce a topic and organize illustrations or other multimedia related to it.	**Level IV AA Students will:** **EEW.5.2.a.** Independently introduce a topic and organize illustrations or other multimedia related to it. Ex. Enter a topic in visual planning software, insert related illustrations, and copy hyperlinks of relevant videos. Ex. Enter a title in online multimedia presentation software, arrange and add related illustrations, and copy hyperlinks of relevant videos. **Level III AA Students will:** **EEW.5.2.a.** Introduce a topic and organize illustrations or other multimedia related to it. Ex. Write the topic of the writing project on the first slide of a multimedia presentation, then insert illustrations and other multimedia elements on subsequent slides.

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useful to aiding comprehension.		Ex. Write the topic of the writing at the top of the page and then draw an illustration about it. **Level II AA Students will:** **EEW.5.2.a.** Introduce a topic and select illustrations or other multimedia related to it. Ex. Write the topic, select from a set of illustrations and videos that the teacher has gathered about the topic, and organize them for use in writing. Ex. Write the topic to complete a slot-filler sentence created by the teacher, *<Topic> is really interesting.* Then, select a video on the topic from a set of videos already previewed by peers. **Level I AA Students will:** **EEW.5.2.a.** With guidance and support, select illustrations or other multimedia related to a familiar topic. Ex. Use partner-assisted scanning to select an illustration on a topic the group is writing about in shared writing, and then observe as a member of the group writes the topic down and reads it aloud to the group. Ex. Watch a selection of videos and then indicate which one is on the stated topic, which the teacher then writes down, and reads aloud for the student while pointing to each word.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to	**EEW.5.2.b.** Provide facts, details, or other information related to the topic.	**Level IV AA Students will:** **EEW.5.2.b.** Logically order details to support the topic. Ex. After entering a topic in visual planning software, insert related illustrations, and copy hyperlinks of relevant videos. Then, add related written details and facts. Ex. After entering a title in online multimedia presentation software,

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the topic.		arrange and add related illustrations, and copy hyperlinks of relevant videos. Then, add related written details and facts. **Level III AA Students will:** **EEW.5.2.b.** Provide facts, details, or other information related to the topic. Ex. After introducing a topic and selecting illustrations to support it, label the illustrations to provide facts about the topic. Ex. After writing the topic on the first slide and inserting illustrations and videos on subsequent slides in a multimedia presentation, write facts or other details about the topic and supporting the illustrations on each slide. **Level II AA Students will:** **EEW.5.2.b.** Select facts, details, or other information related to the topic. Ex. Given a ready-made set-up in multimedia presentation software, select facts and details that match the self-selected illustrations on the topic and write additional notes (e.g., Having selected *Trees are plants*, the student might type with word prediction software, *Rocks are not plants.*). Ex. Select facts and details from a list generated by a group of students to use in writing about a topic (e.g., The teacher works with a small group of students [using pictures as needed to prompt their memory] to write a list of facts and details they recall about a given topic. Then, the students select details from the resulting list to use in their own writing.). Ex. Using open-ended sentences (sentence with blanks), insert a supporting detail related to the topic. **Level I AA Students will:** **EEW.5.2.b.** With guidance and support, identify objects, artifacts, or other information related to the topic. Ex. While working with a peer on a report about a familiar topic (e.g.,

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		trees), look, point to, or touch a choice related to the topic (e.g., a choice of a leaf and an unrelated object). Ex. While working with a group on a shared writing project about fruits and vegetables, identify a picture of an object related to the topic given two choices (e.g., Look, point to, or touch a picture of an apple when the teacher says, "An apple is a kind of fruit. Which picture should we put with our sentence about apples?" and gives the student a choice of two pictures.).
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).	**EEW.5.2.c.** N/A	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**EEW.5.2.d.** N/A	
e. Provide a concluding statement or section related to the information or explanation presented.	**EEW.5.2.e.** N/A	
W.5.3. Write narratives to develop real or imagined experiences or events	**EEW.5.3.** Select an event or personal experience and write about it.	**Level IV AA Students will:** **EEW.5.3.a-b.** Introduce the experience or situation in one sentence and then follow with sentences that include three or more events in sequence.

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using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	a-b. Introduce the experience or situation, and follow with three or more events in sequence.	Ex. Write about a personal experience (e.g., *I go soping* [shopping]) and include three or more events (e.g., *We go ml* [mall]. *I eat. Mom by gme* [buy game]). Ex. Write about an event (e.g., *We had bk fr* [book fair]) and include three events (e.g., *We lk bx* [look at books]. *I tel* [tell] *Mom*. *I by bk* [buy book]). **Level III AA Students will:** **EEW.5.3.a-b.** Introduce the experience or situation, and follow with three or more events in sequence. Ex. Write about a personal experience (e.g., *Go sop* [shopping]) and include three or more events (e.g., *Go ml* [mall]. *Eat. By gme* [buy game]*).* Ex. Write about an event (e.g., *bk fr* [book fair]) and include three events (e.g., *lk bx* [look at books]. *tel* [tell] *Mom*. *by bk* [buy book]). **Level II AA Students will:** **EEW.5.3.a-b.** Write about an event or personal experience including two events in sequence. Ex. Write about a personal experience (e.g., *sop* [shopping]) including two events (e.g., *Go ml* [mall]. *Eat.).* Ex. Write about an event (e.g., *bk fr* [book fair]) and include two events (e.g., *lk bx* [look at books] and *by bk* [buy book]). **Level I AA Students will:** **EEW.5.3.a-b.** Participate in a shared writing about a personal experience. Ex. Point to a word to be added to the shared writing product. Ex. Choose from picture symbols to communicate words to add to a shared writing product about a personal experience. Ex. Touch a choice in a word bank projected on an interactive whiteboard to fill in the blank on a shared writing project.

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c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	**EEW.5.3.c.** N/A	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	**EEW.5.3.d.** N/A	
e. Provide a conclusion that follows from the narrated experiences or events.	**EEW.5.3.e.** N/A	
Production and Distribution of Writing. **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EEW.5.4.** Produce writing that is appropriate to task, purpose, and audience.	**Level IV AA Students will:** **EEW.5.4.** Produce writing that is appropriate to a wide variety of tasks, purposes, and audiences. Ex. Write a thank you letter to a guest speaker that is appropriately formatted and understood by its audience. Ex. Write a story for a kindergarten class that is understood when read aloud to that class. Ex. Write a note to remind the teacher to bring a book back from the library that results in the desired outcome. **Level III AA Students will:** **EEW.5.4.** Produce writing that is appropriate to task, purpose, and audience. Ex. Write about a personal experience.

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		Ex. Write about a topic and include facts and illustrations relevant to the topic. Ex. Write an e-mail that is understood by recipient. **Level II AA Students will:** **EEW.5.4.** With guidance and support, produce writing that is appropriate to task, purpose, and audience. Ex. With guidance and support, write about a personal experience. Ex. With guidance and support, write about a topic and include facts and illustrations relevant to the topic. Ex. Use a set of guidelines or template to write an e-mail that is understood by the recipient. **Level I AA Students will:** **EEW.5.4.** With guidance and support, produce group writing that is appropriate to task, purpose, and audience. Ex. Use picture communication symbols to make requests (e.g., use picture exchange to request a food item during lunch) that are written by the teacher and read aloud as the student listens and observes. Ex. Use single message voice output devices to make comments during shared writing (e.g., “I know something about that.”) that are written by the teacher and read aloud as the student observes and listens. Ex. Use a multiple message voice output device to state an opinion (e.g., “I like that!”) that is added to a two-column written opinion chart and read aloud with the other opinion statements as the student observes and listens.

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W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**EEW.5.5.** With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information.	**Level IV AA Students will:** **EEW.5.5.** With guidance and support from peers and adults, write and revise using the editing process. Ex. After working with the teacher to brainstorm ideas for writing, use personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback. Ex. After using a graphic organizer tool to brainstorm and organize ideas, write a first draft, share with a peer, and edit draft by adding additional details based on peer feedback. **Level III AA Students will:** **EEW.5.5.** With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information. Ex. After working with the teacher to brainstorm ideas for writing that are then entered in a word bank for the student to use when writing, add more information to own writing after sharing and getting suggestions from peers. Ex. After working with peers to brainstorm ideas for writing with the information in graphic organizer software, use the software to transform the organizer into an outline and add to the ideas in the outline. **Level II AA Students will:** **EEW.5.5.** With guidance and support from adults and peers, add more information to own writing. Ex. Use a talking word processor to read own writing to peers and then, with the help of peers, add more to writing to strengthen it. Ex. Read own writing about a personal experience (e.g., *Go ml* [mall]. *Eat. By gme* [buy game]), and then work with peers to add more (e.g., *gme* [Game] *is for me.*).

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		Level I AA Students will: **EEW.5.5.** With guidance and support from peers and adults, write. Ex. With guidance and support from peers, select letters on an alternative keyboard to produce writing. Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (e.g., "Tell me the next one.") and write desired letters (e.g., "Write that one for me.").
W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	**EEW.5.6.** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	**Level IV AA Students will:** **EEW.5.6.** With minimal guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. Ex. In a science lesson, after visiting websites designated by the teacher, use a talking word processor to draft notes and then share what was learned with peers. **Level III AA Students will:** **EEW.5.6.** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. Working with an adult, navigate the Internet to identify images to use in writing about a self-selected topic. The teacher and student interact about each image and copy/paste selected pictures into a writing project. Ex. Work with a group of peers to complete a research project selecting images from the Internet and writing about the topic using talking word

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		processors. Peers help stretch out the sounds in words to type words using word prediction software. **Level II AA Students will:** **EEW.5.6.** With guidance and support from adults, use technology to produce writing. Ex. Work with an adult to scan through choices in an onscreen word bank and select words for use in labeling pictures selected to accompany writing about a topic. Ex. Complete slot-filler sentences created by an adult in a talking word processor program by clicking on the appropriate words in a word bank. Ex. Working with an adult and word prediction software, select a letter on the keyboard, scan through the choices that are produced by the word prediction software, and select a word to produce writing to contribute to a peer's text. **Level I AA Students will:** **EEW.5.6.** With guidance and support from adults, use technology to communicate. Ex. With guidance and support from an adult, use a multiple message voice output device to state an opinion about a book, which the teacher writes on a class book chart and reads aloud while the student listens and observes. Ex. With guidance and support from an adult, list facts about a topic using a sequenced message device. Ex. With an adult use a PECS book with symbols to create sentences (e.g., "I see____.") for a repeated line text, share the text with a peer who provides a picture of another thing that might be seen (and can be added to the text with a teacher's assistance).

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Research to Build and Present Knowledge. **W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**EEW.5.7.** Conduct short research projects using two or more sources.	**Level IV AA Students will:** **EEW.5.7.** Conduct short research projects using multiple sources. Ex. Find pictures from the Internet, magazines, newspapers, and catalogs, to support a written report about a topic. Ex. Read three or more books to find information to include in a short research project. Ex. Use sticky notes to mark pages in several books where there is relevant information, and then write that information in a group research project. **Level III AA Students will:** **EEW.5.7.** Conduct short research projects using two or more sources. Ex. Read two different books to find information to include in a short research project. Ex. Search the Internet and use screen reading software to read several sites and identify information to include a short research project. Ex. Use a library book with accompanying video to find facts about a research topic (e.g., dinosaurs or fossils) and contribute that information to a group presentation on the topic. **Level II AA Students will:** **EEW.5.7.** With guidance and support, gather information about a topic. Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project. Ex. With guidance and support, the student reads two different books, gets support in highlighting relevant information, and uses the information in a short research project. Ex. Given screen reading software that reads the text on a webpage, work with peers to identify information to include in a group research project.

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		Level I AA Students will: **EEW.5.7.** Participate with a group in using multiple sources to conduct a short research project. Ex. Work with a group of peers who are working on a research project and select information to include from options offered by peers. Ex. Use a multiple message voice output device to ask questions programmed by the teacher (e.g., "What does it say? Is that good? Should we look at something else?") that guide the group in completing the research project. Ex. Explore two webpages using a screen reader, choose one piece of information from each, type letters about them, and have Level III or II peer also type short notes and read them aloud.
W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	**EEW.5.8.** Recall information from personal experiences or gather relevant information from print and digital sources to include in writing.	**Level IV AA Students will:** **EEW.5.8.** Recall information from personal experiences and gather relevant information from print and digital sources to include in writing. Ex. Recall information about a trip to the zoo and gather additional information about the animals they saw and include both in a written product (e.g., *I went to zoo. Saw gila* [gorilla]. *He eat fruit. Also eat ants.)* Ex. Recall information from a science project and gather information about the project by watching video clips. Combine information from both in writing. **Level III AA Students will:** **EEW.5.8.** Recall information from personal experiences or gather relevant information from print and digital sources to include in writing. Ex. Recall information from a trip to the zoo and write based on recollections (e.g., *I went to zoo. Saw gila* [gorilla].). Ex. Look at a webpage to learn about the kind of gorillas at the zoo and

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		writes based on what he or she learns (e.g., *gila* [Gorilla] *eat fruit. Gila* [Gorilla] *eat ant.*). **Level II AA Students will:** **EEW.5.8.** Recall information from personal experiences to include in writing. Ex. Recall an event that occurred on a trip to the zoo and write about it (e.g., *we sg* [sing] *bas* [bus].). Ex. Recall information from an interaction with peers and write about it (e.g., *fun lunch. Laf* [laugh] *milk nos* [nose].). **Level I AA Students will:** **EEW.5.8.** Recall personal experiences. Ex. Respond "yes" or "no" when the teacher asks whether or not he or she has done something (e.g., "Did you ever go to the store?" or "Have you seen a gorilla?") and listen/observe as the teacher writes and reads aloud, "<Name> went to the store." Ex. Access pre-stored messages on a dynamic display communication device to report on personal experiences (e.g., "I went to the zoo with my grandma and papa."), and listen/observe as the teacher writes that text in a group repeated line text and reads it aloud.
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and	**EEW.5.9.** Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 5 Reading Standards* to	**Level IV AA Students will:** **EEW.5.9.a.** N/A **Level III AA Students will:** **EEW.5.9.a.** Apply *Essential Elements of Grade 5 Reading Standards* to literature (e.g., "Compare and contrast two characters in the story."). Ex. After reading to compare and contrast two characters in a story, write

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contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”).	literature (e.g., “Compare and contrast two characters in the story.”).	about the ways they are the same and different. Ex. After listening to or reading two related texts, write about which they like best and provide details to explain why. **Level II AA Students will:** **EEW.5.9.a.** With guidance and support, apply *Essential Elements of Grade 5 Reading Standards* to literature (e.g., “Compare and contrast two characters in the story.”). Ex. Working with the teacher, highlight words in the text that show how two characters are the same and different, and then the student uses the highlighted word to write about the characters. Ex. After listening to or reading a familiar text, use a ready-made set-up in multimedia software to identify words from the text that relate to the setting and write about how it compares to their own community. **Level I AA Students will:** **EEW.5.9.a.** With guidance and support, participate in writing tasks that follow shared reading of poetry, prose, and other forms of literature. Ex. After participating in shared reading of a book, use a single message voice output device to contribute an idea to a shared writing project. Ex. After participating in a shared reading of a poem, use a ready-made set-up in multimedia software to select words to complete a fill-in-the-blank version of the poem.
b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons	**EEW.5.9.b.** Apply *Essential Elements of Grade 5 Reading Standards* to informational text (e.g., “Identify evidence the	**Level IV AA Students will:** **EEW.5.9.b.** N/A **Level III AA Students will:** **EEW.5.9.b**. Apply *Essential Elements of Grade 5 Reading Standards* to

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and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	author uses.").	informational text (e.g., "Identify evidence the author uses."). Ex. After reading to identify the evidence an author provides (e.g., Vegetables have important vitamins and minerals that your body needs to survive.), the student writes about the evidence in support of own opinion about the topic (e.g., *Vegetables are gross. Gumy* [gummy] *vitamins betr* [better].). Ex. After reading a short history text, identify key events that contributed to our lives and write a summary of the supporting details provided by the author. **Level II AA Students will:** **EEW.5.9.b.** With guidance and support, apply *Essential Elements of Grade 5 Reading Standards* to informational text (e.g., "Identify evidence the author uses."). Ex. After reading to identify the evidence an author provides (e.g., Vegetables have important vitamins and minerals that your body needs to survive.), work with the teacher who supports each step to write about the evidence in support of own opinion about the topic (e.g., *Vegetables are gross. Gumy* [gummy] *vitamins betr* [better].). Ex. Using a ready-made set up in multimedia software, use the words the group identified about the topic and alphabet access to fill in the blanks on the writing template created by the teacher. **Level I AA Students will:** **EEW.5.9.b.** With guidance and support, participate in writing tasks that follow shared reading of informational texts. Ex. After participating in shared reading of a book about healthy eating, use a preprogrammed voice output device to contribute ideas to the group writing project.

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		Ex. After participating in a shared reading of a book, point to pictures to include in shared research project the group is writing.
Range of Writing. **W.5.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**EEW.5.10.** Write routinely for a variety of tasks, purposes, and audiences.	**Level IV AA Students will:** **EEW.5.10.** N/A **Level III AA Students will:** **EEW.5.10.** Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook. Ex. Send an e-mail to a friend. Ex. Write labels to go with a display for a group research project. **Level II AA Students will:** **EEW.5.10.** With guidance and support, write routinely for a variety of tasks, purposes, and audiences. Ex. Using a preprogrammed word bank on the computer, write a note to include in the home-school notebook. Ex. Using a template with steps to follow, send an e-mail to a friend. Ex. With guidance and support, write labels to go with a display for a group research project. **Level I AA Students will:** **EEW.5.10.** With guidance and support, communicate routinely during shared writing for a variety of purposes and audiences. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, use the device to contribute comments during shared writing. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, tell about their feelings, which are then

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		written in a class feelings chart and read aloud as the students observe and listen.

Fifth Grade English Language Arts Standards: Speaking and Listening

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Comprehension and Collaboration. **SL.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	**EESL.5.1.** Participate in collaborative discussions. a. Prepare for discussions.	**Level IV AA Students will:** **EESL.5.1.a.** Prepare for discussions by completing assignments related to the discussion. Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about rocks.). **Level III AA Students will:** **EESL.5.1.a.** Prepare for discussions. Ex. Prepare for a discussion by preprogramming or organizing messages on a voice output communication device. Ex. Prepare for a discussion by making a list of ideas, words, or information to share. **Level II AA Students will:** **EESL.5.1.a.** With support, prepare for discussions. Ex. Work with an adult to prepare for a discussion by preprogramming or organizing messages on a voice output communication device. Ex. Prepare for a discussion by working with an adult to prepare a list of ideas, words, or information to share with a group of peers. Ex. Before a discussion about a video on rocks, watch the video and highlight items on a list that would be good to share during the discussion. **Level I AA Students will:** **EESL.5.1.a.** With prompts and support, prepare a comment on the topic prior to the discussion. Ex. Practice repeating a short statement about rocks. Ex. Work with an adult to select a message to have programmed on a single message voice output device to use during a discussion.

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		Ex. Work with an adult to select a series of messages to program on a sequenced message device for use during a discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.	**EESL.5.1.b.** Engage in discussions to share information on the topic.	**Level IV AA Students will:** **EESL.5.1.b.** Engage in discussions sharing information on the topic across repeated turns. Ex. Share information about plants (e.g., *seed makes plant*) multiple times during a discussion. Ex. Given a multiple message communication device, combine words to share information on the topic (e.g., *Seed in ground. Plant grow.*) more than once during a group conversation. **Level III AA Students will:** **EESL.5.1.b.** Engage in discussions to share information on the topic. Ex. Share information about plants (e.g., *seed makes plant*). Ex. Given a multiple message communication device, combine words to share information on the topic (e.g., *Seed in ground.*). **Level II AA Students will:** **EESL.5.1.b.** When guidance and support, add information to the discussion on the topic. Ex. Given a set of index cards with information on the topic created prior to the discussion, hand one of the cards to a peer who then supports the students in sharing the information with the group. Ex. Given a multiple message communication device with pre-stored messages related to the topic of the discussion, select from the messages to share information with the group.

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		Level I AA Students will: **EESL.5.1.b.** When prompted, add prepared comment to the discussion. Ex. When prompted, use a single message voice output communication device to share a comment with the group engaged in discussion. Ex. Given an index card with a picture and written comment on the topic created prior to the discussion, hand one of the cards to a peer who then supports the students in sharing the information with the group.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	**EESL.5.1.c.** Communicate directly with peers in multi-turn exchanges.	**Level IV Students will:** **EESL.5.1.c.** Initiate multi-turn exchanges with peers. Ex. During the morning routine, approach a peer, initiate an exchange, and continue the exchange by responding to the peer's reply (e.g., Show the peer a book, and say "See?" The peer replies, "Uh-ha, did you read it?" The student says, "Yeah, want it?" Peer says, "Already read it."). Ex. During a science project, turn to a peer and initiate an exchange related to the task, and respond to the peer's reply (e.g., The student says, "What now?" The peer replies and the student asks, "How?"). **Level III AA Students will:** **EESL.5.1.c.** Communicate directly with peers in multi-turn exchanges. Ex. During a literature circle, use a multiple message voice output device to communicate with a peer (e.g., Say, "I like it." As the conversation continues, the student adds, "funny" and "don't understand."). Ex. During a science project, communicate with a peer about the task (e.g., The peer says, "I need help." The student says, "What?" The peer says, "Hold this." The student says "Okay?" Then adds, "Done?"). **Level II AA Students will:** **EESL.5.1.c.** Communicate directly with peers.

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		Ex. Respond when a peer asks a direct question. Ex. During lunchtime, communicate with a peer about lunch (e.g., hold out an orange to a peer and says, "Want it?"). Ex. During a science project, ask for help (e.g., turn to a peer and says, "Can you help?"). **Level I AA Students will:** **EESL.5.1.c.** Participate in discussions with peers. Ex. Respond to peers' communications to them by looking at the speaker. Ex. Follow the discussion as it moves from one speaker to the next by looking at each speaker. Ex. Use a multiple message communication device preprogrammed with discussion continuers (e.g., "What does everyone else think? Who else has something to say? Anyone have something to add?"), the student uses the device to insert continuing comments during the discussion.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**EESL.5.1.d.** Ask and answer questions of adult or peer communication partners to identify key issues of the discussion.	**Level IV AA Students will:** **EESL.5.1.d.** Ask and answer questions of adult or peer communication partners to clarify and elaborate key issues. Ex. During a discussion of the key issues of a book chapter, ask and answer questions about the book chapter (e.g., The student asks peers, "How did you know?" The peers point to the place in the book where the information appears, and the student says, "Can you read it?" After hearing it, the student "Is that like the other book?"). Ex. After listening to the directions for a group project, raise hand to ask questions about the directions (e.g., The student asks, "What do we need?" The teacher restates the list and the student again raises her hand to ask, "Where is it?" The teacher responds by asking, "Where do we keep them?" The student points to the cabinet, and the teacher confirms.).

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		Level III AA Students will: **EESL.5.1.d.** Ask and answer questions of adult or peer communication partners to identify key issues of the discussion. Ex. During a group conversation, ask and answer questions about the topic or a detail of the conversation (e.g., The student asks the teacher, "What does that mean?" In her response, the teacher asks the student, "Do you know what that means?" and the student replies, "yes."). Ex. While engaged in partner reading with a peer, the student asks, "Can you read that again?" After the second reading, the student asks, "What's <insert word>?" The peer explains the word and asks, "Do you get it now?" and the student says, "yes."). **Level II AA Students will:** **EESL.5.1.d.** Answer questions from adult or peer communication partners related to key issues of the discussion. Ex. Answer questions posed by peers about the key issues of the discussion. Ex. Select from an array of responses the answer to a question posed by a peer or an adult during a discussion. **Level I AA Students will:** **EESL.5.1.d.** Answer simple questions (i.e., *who* and *what*) related to the topic of the discussion. Ex. While participating in a small group discussion about a clear topic, choose from two pictures to answer the teacher's question, "Who are we talking about?" Ex. While participating in a small group discussion about a clear topic, choose from two objects the one that represents the topic when asked, "What are we talking about?"

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SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**EESL.5.2.** Identify the main idea and supporting details of a text presented through diverse media.	**Level IV AA Students will:** **EESL.5.2.** Paraphrase the main idea and supporting details of a text presented through diverse media. Ex. After viewing a presentation, restate the main idea and key supporting details on the slides of the presentation in own words. Ex. After watching a video, list the main idea of the video and key supporting details in own words. **Level III AA Students will:** **EESL.5.2.** Identify the main idea and supporting details of a text presented through diverse media. Ex. After viewing a presentation, select a statement that best reflects the main idea and two or three supporting details on the slides of the presentation. Ex. After watching a video, state the main idea of the video and then recall two or three supporting details. **Level II AA Students will:** **EESL.5.2.** Identify the main idea of a text presented through diverse media. Ex. After viewing a presentation, select a statement that best reflects the main idea of the presentation. Ex. After watching a video, state the main idea of the video. **Level I AA Students will:** **EESL.5.2.** With support, identify details from a text presented through diverse media. Ex. After viewing a presentation on an interactive whiteboard, identify from a display of pictures those that were included in the presentation.

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		Ex. While viewing a presentation on an interactive whiteboard, circle the parts of pictures that represent details in the text that was read aloud.
SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**EESL.5.3.** Identify the main point a speaker makes.	**Level IV AA Students will:** **EESL.5.3.** Paraphrase the main point and supporting points a speaker makes. Ex. Restate the speaker's main point in own words and highlight supporting points selected from a list of choices. Ex. State the main point and list some supporting points that a speaker makes. **Level III AA Students will:** **EESL.5.3.** Identify the main point a speaker makes. Ex. Restate the main point the speaker makes on the topic. Ex. Select from an array of choices the one that best reflects the speaker's main point. **Level II AA Students will:** **EESL.5.3.** Identify a point that the speaker makes. Ex. After listening to a peer present to the class, identify something the peer said from a list presented with partner-assisted scanning (e.g., peer reads each item in the list and the student says "yes" or "no" to indicate if the item was part of what peer said in presentation.). Ex. Given a list of three things, listen to a speaker and highlight the one that matches what the speaker says. **Level I AA Students will:** **EESL.5.3.** Recognize speaker. Ex. Establish eye gaze with speaker.

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		Ex. Face toward the speaker. Ex. Nod or otherwise acknowledge the speaker.
Presentation of Knowledge and Ideas. **SL.5.4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**EESL.5.4.** Create a simple report or presentation about a curriculum-based topic.	**Level IV AA Students will:** **EESL.5.4.** Create a report or presentation about a curriculum-based topic including a statement of own opinion about the topic. Ex. Create a report about recycling and include a clear opinion about whether there is a need for a recycling in own town. Ex. Create a report about a book and focus on which characters are the favorite and why. **Level III AA Students will:** **EESL.5.4.** Create a simple report or presentation about a curriculum-based topic. Ex. Select artifacts that reflect the topic being studied in science, write labels for each, and arrange them in a visual display to talk about during the school science fair. Ex. Select illustrations from a book read during class and give a short presentation describing each illustration and its relationship to the story. **Level II AA Students will:** **EESL.5.4.** Create a simple presentation about a personally relevant topic. Ex. Select pictures from a family vacation, label the pictures (e.g., people's names and places) and sequence them for a presentation. Ex. Select objects from a collection (e.g., toys, rocks, videos) and select words from a multiple message communication device to go with each object to use in a presentation.

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		Level I AA Students will: **EESL.5.4.** Select a picture, object, or artifact from an array of options to add to a group-created presentation about a curriculum-based topic. Ex. Select a picture of a favorite character to add to a presentation about the book created by a small group. Ex. Select a favorite object from a science activity to add to a presentation created by a small group.
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	**EESL.5.5.** Select or create an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation.	**Level IV AA Students will:** **EESL.5.5.** N/A **Level III AA Students will:** **EESL.5.5.** Select or create an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation. Ex. Working with a group to create a report, draw or select pictures to enhance the report. Ex. Given the text of a report, combine tactual materials to add to each page and enhance the overall report. **Level II AA Students will:** **EESL.5.5.** Select an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation. Ex. Working with a group to create a report, select photographs from an array to enhance the report. Ex. After reviewing the text of a report with the group who created it, select tactual materials to enhance the report.

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		Level I AA Students will: **EESL.5.5.** Match audio recordings, images, photographs, or other visuals/tactual displays to portions of a group-constructed report or presentation. Ex. Choose from two choices a picture to match a portion of a group report when working with a group on a report (e.g., A peer says, "We need a picture to go with this. It says *the mountain is the largest in the world*. Pick a picture of a big mountain." Then, the student chooses the matching picture from a choice of two.). Ex. Working with a group on a presentation, listen to a page read aloud on the computer and then, select from an array of three the photo that best matches the text on the page.
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	**EESL.5.6.** Use formal and informal language.	**Level IV AA Students will:** **EESL.5.6.** Use formal and informal language as appropriate. Ex. Upon entering the classroom, greets peers informally (e.g., "Hey!") and teachers formally (e.g., "Good morning."). Ex. During a group discussion, informally comment on a peer's remarks (e.g., "No way!") and formally offer own remarks (e.g., "I think it was the man."). **Level III AA Students will:** **EESL.5.6.** Use formal and informal language. Ex. Use phrases and informal expressions in responding to peers. Ex. Respond formally to questions posed by unfamiliar others. Ex. Revise comment using formal language when asked to say something another way. Ex. Upon entering the principal's office, select a message on the voice output device that says, "I have something to say, but it will take me a

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		minute." And then begins to construct a formal message linking multiple symbols together. Ex. Upon joining a group of peers at a lunch table, navigate to the page in a communication device with preprogrammed messages for friends instead of the page with more formal greetings. **Level II AA Students will:** **EESL.5.6.** Differentiate between communication partners and contexts that call for formal and informal communication. Ex. When asked, "Should you answer with one word right now?" respond appropriately, "yes" or "no" based on the situation. Ex. When a class guest asks if the student wants a turn and he or she selects the message "No way!," the student responds to the teacher's request to be polite by selecting the message that says, "No thanks." **Level I AA Students will:** **EESL.5.6.** Communicate informally with others. Ex. Gesture (e.g., wave hand, nod head) to communicate informally with someone in the hallway. Ex. Use a single message voice output device to comment informally during shared reading, "No Way!"

Fifth Grade English Language Arts Standards: Language

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Conventions of Standard English. **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	**EEL.5.1.** Demonstrate standard English grammar and usage when communicating. a. Use singular and plural nouns with matching verbs (e.g., *Sam eats, dogs eat*).	**Level IV AA Students will:** **EEL.5.1.a.** Generate sentences that use singular and plural nouns with matching verbs. Ex. Complete sentence combining activities that combine two simple sentences, such as *The dog eats.* and *The cat eats.* into one: *The dog and cat eat.* **Level III AA Students will:** **EEL.5.1.a.** Use singular and plural nouns with matching verbs (e.g., *Sam eats, dogs eat*). Ex. Combine words to create simple sentences that describe pictures depicting singular and plural nouns (e.g., *The boy runs. The boys run.).* **Level II AA Students will:** **EEL.5.1.a.** Combine nouns and verbs in communication. Ex. Dictate captions for each picture in a class book about a field trip, combining a name with the action the person is doing. **Level I AA Students will:** **EEL.5.1.a.** Demonstrate an understanding of common verbs. Ex. Demonstrates an action (*jump*) in response to a teacher request. Ex. Point to a picture depicting an action (*run*) in response to a teacher request.
b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*)	**EEL.5.1.b.** N/A	

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verb tenses.		
c. Use verb tense to convey various times, sequences, states, and conditions.	**EEL.5.1.c.** N/A	
d. Recognize and correct inappropriate shifts in verb tense.*[*sic*]	**EEL.5.1.d.** (See EEL.5.1.a.)	
e. Use correlative conjunctions (e.g., *either/or, neither/nor*).	**EEL.5.1.e.** Use frequently occurring conjunctions: *and*, *but*, *or*, *for*, *because*.	**Level IV AA Students will:** **EEL.5.1.e.** Generate a sentence that correctly includes frequently occurring conjunctions: *and*, *but*, *or*, *for*, *because.* Ex. Complete a sentence combining activities that combine two simple sentences such as *I like pizza.* and *I like hamburgers.* into one sentence: *I like pizza and hamburgers.* **Level III AA Students will:** **EEL.5.1.e.** Use frequently occurring conjunctions: *and*, *but*, *or*, *for*, *because.* Ex. Tell the names of two friends to sit between: *Sam and Linda*. **Level II AA Students will:** **EEL.5.1.e.** With guidance and support, use *and* to combine words. Ex. Help read the list of items to purchase on a shopping trip by combining each item on the list with *and.* **Level I AA Students will:** **EEL.5.1.e.** Participate in lessons focused on using *and* to expand sentences.

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		Ex During a shared writing activity, make word choices to complete the sentence with a structure (e.g., *I like to eat <food> and <food>.*).
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.*[*sic*]	**EEL.5.2.** Use conventions of standard English. a. Capitalize names and the first word in a sentence.	**Level IV AA Students will:** **EEL.5.2.a.** Capitalize names and the first word in a sentence in own writing. Ex. Use shift or caps lock to capitalize names and the first letter in sentence in own writing. **Level III AA Students will:** **EEL.5.2.a.** Capitalize names and the first word in a sentence. Ex. Indicate need to capitalized first letter (e.g., The teacher is writing the morning message and stops to ask, "How do I start?" The student responds, "Start with a capital letter."). Ex. Indicate name with capitalized first letter as correct when presented with options with and without capitalization. **Level II AA Students will:** **EEL.5.2.a.** With guidance and support, indicate that the first word in a sentence must be capitalized. Ex. Indicate need to capitalized first letter when asked (e.g., The teacher is writing the morning message and stops to ask, "What do I need to do to that first word in the sentence?" The student responds, "Capital."). **Level I AA Students will:** **EEL.5.2.a.** Attend to own name in text. Ex. Point to own name on cubby. Ex. Point to own name when presented paired with picture. Ex. Looks at own name when asked to identify it from a field of two choices (e.g., The teacher shows two name cards and says, "Show me your

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		name Anna." The student points to or eyes gazes to the card that has *Anna* written on it.
b. Use a comma to separate an introductory element from the rest of the sentence.	**EEL.5.2.b.** Use a period to mark the end of a sentence.	**Level IV AA Students will:** **EEL.5.2.b.** Use a period to mark the end of a sentence in own writing. **Level III AA Students will:** **EEL.5.2.b.** Use a period to mark the end of a sentence. Ex. During a shared writing activity, the student adds a word to finish a sentence and adds a period (e.g., The teacher has written, *I like*, and the student writes, *toys*, and adds a period at the end.). **Level II AA Students will:** **EEL.5.2.b.** Indicate the need to mark the end of a sentence with a period in shared writing. Ex. During a shared writing activity, the teacher asks, "What do I need to put on the end of that sentence?" The student responds, "a period." **Level I AA Students will:** **EEL.5.2.b.** Indicate a mark that is used at the end of a sentence. Ex. Look at or touch the picture of a period when the teacher shows a picture of a period and a question mark and says, "Can you show me the period. It's the mark we put at the end of a sentence."
c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g.,	**EEL.5.2.c.** N/A	

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It's true, isn't it?), and to indicate direct address (e.g., *Is that you, Steve?*).		
d. Use underlining, quotation marks, or italics to indicate titles of works.	**EEL.5.2.d.** N/A	
e. Spell grade-appropriate words correctly, consulting references as needed.	**EEL.5.2.e.** Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.	**Level IV AA Students will:** **EEL.5.2.e.** Spell most words correctly with full phonetic representations of misspelled words. Ex. Write a short message with most of the words spelled correctly and remaining words spelled phonetically with all sounds represented. **Level III AA Students will:** **EEL.5.2.e.** Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns. Ex. Spell the word, *take* as *tak* if it is an unknown word. Ex. Spell the word, *city* as *site*, if it is an unknown word. Ex. Spell the word, *wok* as *wock*, if it is an unknown word. **Level II AA Students will:** **EEL.5.2.e.** Identify the consonant to represent the final phoneme in familiar words. Ex. Say or point to the letter *t* when asked, "What letter goes at the end of the word, hat?"

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		Level I AA Students will: **EEL.5.2.e.** Participate in spelling and alphabet activities. Ex. Select a letter from a choice of two letters when the teacher says, "What letter should I put in front of the word, *at*?" The student indicates the letter *h* and the teacher says, "That's *h*. When I put it in front of -*at*, I spell *hat*, h-a-t. Let's try another one."
Knowledge of Language. **L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	**EEL.5.3.** Use language to achieve desired meaning when communicating.	**Level IV AA Students will:** **EEL.5.3.a.** Listen and communicate to obtain information to perform a task. Ex. Ask for directions to perform an assigned task. Ex. Follow multi-step verbal directions to complete assigned task. **Level III AA Students will:** **EEL.5.3.a.** Use language to achieve desired meaning in communicating. Ex. Ask for help to complete an assigned task. Ex. Repeat or rephrase directions to perform a task. **Level II AA Students will:** **EEL.5.3.a.** Communicate to achieve three or more communicative functions (e.g., request, comment, share information). Ex. Use picture exchange to request a preferred item. Ex. Make a comment during lunch time (e.g., "too loud") or another part of the day (e.g., "don't wanna"). Ex. Share information about home (e.g., "went shopping"). Ex. Ask a simple question (e.g., "Why?"). **Level I AA Students will:** **EEL.5.3.a.** Express at least two communicative functions that may or may

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		not be in a conventional fashion. Ex. Turn head away to indicate rejection (e.g., rejecting a food, drink, looking at a person). Ex. Push away an undesired object. Ex. Vocalize to indicate selection when offered a choice of two items. Ex. Vocalize to get attention from teacher or peer.
b. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.	**EEL.5.3.b.** N/A	
Vocabulary Acquisition and Use. **L.5.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	**EEL.5.4.** Determine or clarify the meaning of vocabulary drawn from reading and content areas. a. Use context as a clue to determine the meaning of words.	**Level IV AA Students will:** **EEL.5.4.a.** N/A **Level III AA Students will:** **EEL.5.4.a.** Use context as a clue to determine the meaning of words. Ex. When given a topic, use words on a multi-message communication device to predict meaning of new vocabulary word. (e.g., The teacher says, "Today, we're going to read a book about recycling. Here are some pictures from the book. Use your communication device to see if you can find any words that tell what recycling means." The student selects words, *use* and *more* or *use* and *again*.). Ex. "This month is March. What are months? Where can we find them in our classroom?" **Level II AA Students will:** **EEL.5.4.a.** Recognize the meaning of words.

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		Ex. Follow simple oral or signed directions (e.g., "Clean up your desk," "Open your book," "Hand me the red crayon"). **Level I AA Students will:** **EEL.5.4.a.** Respond to the meaning of a word in context. Ex. Follow a one word command.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	**EEL.5.4.b.** Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common nouns and verbs.	**Level IV AA Students will:** **EEL.5.4.b.** N/A **Level III AA Students will:** **EEL.5.4.b.** Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common nouns and verbs. Ex. "This month is March. What are months? Where can we find them in our classroom?" **Level II AA Students will:** **EEL.5.4.b.** Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common verbs. Ex. The teacher asks, "Are you running?," and the student answers correctly to describe present activity. **Level I AA Students will:** **EEL.5.4.b.** Respond to temporal word in context. Ex. Given the word *running* and two pictures, one of a boy running and one of a boy sitting, points to the picture of the boy running.

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c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**EEL.5.4.c.** N/A	
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.	**EEL.5.5.** Demonstrate understanding of word relationships. a. Use simple, common idioms (e.g., *You bet!*, *It's a deal.*, *We're cool.*).	**Level III AA Students will:** **EEL.5.5.** Use simple, common idioms (e.g., *You bet!*, *It's a deal.*, *We're cool.*). Ex. Use a single switch to say, "Hey, you're cool." and "You're cool, too." Ex. Initiate use of a common idiom (e.g., *You bet!*, *It's a deal.*, *We're cool.*). **Level II AA Students will:** **EEL.5.5.** Uses an idiom correctly in response to a shared interaction. Ex. Respond with an idiom when a classmate or teacher uses an idiom (e.g., When teacher says, "You're cool," the student responds "You're cool, too."). **Level I AA Students will:** **EEL.5.5.** React to a shared interaction in which an idiom is used. Ex. Responds with a smile or sound when a classmate or teacher says "Hey, you're cool."

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b. Recognize and explain the meaning of common idioms, adages, and proverbs.	**EEL.5.5.b.** N/A	
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**EEL.5.5.c.** N/A	
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	**EEL.5.6.** Use domain-specific words (e.g., *if, then, next*).	**Level IV AA Students will:** **EEL.5.6.** Use domain-specific words and phrases. Ex. Respond with an if/then sentence when the teacher asks, "What's the rule?" (e.g., "If it rains, then we stay in."). **Level III AA Students will:** **EEL.5.6.** Use domain-specific words (e.g., *if, then, next*). Ex. Respond appropriately when the teacher asks, "If it rains during recess, what happens?" The student says, "Then, we stay in." Ex. The teacher says, "I'll go first." The student says, "Who is next?" **Level II AA Students will:** **EEL.5.6.** Identify domain-specific words. Ex. Given a word from the text, find a picture or definition in a picture dictionary. Ex. Match a domain-specific word to a picture or object.

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		Level I AA Students will: **EEL.5.6.** Point to domain-specific words. Ex. Point to a highlighted word in an informational text.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR SIXTH GRADE

Sixth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RL.6.1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EERL.6.1.** Determine what a text says explicitly as well as what simple inferences should be drawn.	**Level IV AA Students will:** **EERL.6.1.** Analyze a text to identify the information that is used in making an inference. Ex. After making an inference while reading a text, underline the information that was used in making the inference. Ex. Select a correct answer to an inferential question, and then highlight the information in the text that supports the inference. **Level III AA Students will:** **EERL.6.1.** Determine what a text says explicitly as well as what inferences should be drawn. Ex. After reading *Yo, Yes,* determine that the boy says, "me" explicitly, but he is really saying, "I'll be your friend." Ex. Given a list of explicit and implicit information from a story, sort information into information that was stated directly and information that must be inferred. **Level II AA Students will:** **EERL.6.1.** Identify information that is and is not directly stated in the text. Ex. Using pictures, illustrations, etc., identify a detail that was not stated in the text. Ex. Through auditory or tactile sources, identify details directly stated in the text.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERL.6.1.** Answer a question about explicit information provided in the text. Ex. Respond to a question about the text by indicating through turn of the head or eye gaze whether each of two options is correct. Ex. Respond to a question about a detail from an illustration in the text by answering "yes" or "no" or using a switch to indicate whether each of two options is correct.
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**EERL.6.2.** Determine the theme or central idea of a familiar story and identify details that relate to it.	**Level IV AA Students will:** **EERL.6.2.** Determine the theme or central idea of an unfamiliar story and details that relate to it. Ex. Given a passage from an unfamiliar short story, determine the central idea and then identify details in the text that relate to the central idea. **Level III AA Students will:** **EERL.6.2.** Determine the theme or central idea of a familiar story and identify details that relate to it. Ex. Given a short passage from a familiar story, determine the central idea and then highlight details in the text that relate to the central idea. Ex. Given an array of choices, determine which best represents the theme of the story and then choose two details from the story that relate to the theme. Ex. Given an array of choices, select an illustration that represents the central idea of the story and point out two details in the illustration that are discussed in the story. **Level II AA Students will:** **EERL.6.2.** Identify the theme or central idea of a familiar story.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Given a short passage from a familiar story, identify the theme or central idea from a list of choices. Ex. Given an array of choices, select an illustration that represents the central idea of a familiar story. **Level I AA Students will**: **EERL.6.2.** Identify details from a familiar story. Ex. Given a list of details, identify those that relate to a familiar story. Ex. Using a communication device, identify a detail from a familiar story.
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**EERL.6.3.** Identify the episodes or significant events in a story or drama.	**Level IV AA Students will:** **EERL.6.3.** Recount a story's beginning, middle, and end, highlighting the significant events or episodes in each part. Ex. Recount the beginning, middle, and end of a story and select from choices the most significant episodes in the story. Ex. Recount significant episodes that occur at the beginning, middle, and end of a story (e.g., In superhero movies, the good guy meets bad guy, bad guy almost defeats good guy, then good guy defeats bad guy.). **Level III AA Students will:** **EERL.6.3.** Identify the episodes or significant events in a story or drama. Ex. Given a list of episodes or events from a story, identify those that are significant. Ex. Given a text projected on an interactive whiteboard, highlight the significant events throughout the story. **Level II AA Students will:** **EERL.6.3.** Identify a significant event in a story or drama. Ex. Select or recall one significant episode or events.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Identify a significant event involving a favorite character in a familiar story by selecting from a choice of illustrations. **Level I AA Students will**: **EERL.6.3.** Identify an event in a familiar story or drama. Ex. Given two or more choices (e.g., illustrations or objects), respond to indicate any choice is an event that occurred in a familiar story.
Craft and Structure. **RL.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**EERL.6.4.** Determine the meaning of simple idioms and figures of speech as they are used in a text.	**Level IV AA Students will:** **EERL.6.4.** Explain the meaning of simple idioms and figures of speech as they are used in a text. Ex. After reading books like, *In a Pickle,* explain the meaning of two or more idioms. Ex. During a shared reading of *Monkey Business,* explain the idiom depicted on each page. **Level III AA Students will:** **EERL.6.4.** Determine the meaning of simple idioms and figures of speech as they are used in a text. Ex. After reading multiple sections of *Raining Cats and Dogs*, determine which idioms match which true meanings. Ex. Given three true meanings of idioms, determine which idioms the meanings match during a shared reading of *Monkey Business*. Ex. Act out the true meaning of idioms as they appear in books like *More Parts.* **Level II AA Students will:** **EERL.6.4.** Recognize when a simple idiom or figure of speech is used in text.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. During shared reading, signal the teacher to indicate that an idiom has been used or seek clarification. Ex. Given an illustrated page from *Amelia Bedelia* projected on an interactive whiteboard, highlight the part of the text (figurative language) that matches Amelia's actions. **Level I AA Students will:** **EERL.6.4.** Recognize a repeated expression used in text. Ex. During shared reading of a familiar text, signal when a phrase is repeated in a text.
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	**EERL.6.5.** Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text.	**Level IV AA Students will:** **EERL.6.5**. Explain how a sentence, paragraph, scene, or stanza fits into the overall structure of the text. Ex. Given the stanzas from a poem, organize them and explain how they go together using words like first, then, last. Ex. Given a variety of examples of different scenes from a play, explain how they fit together to create the overall structure of the play. **Level III AA Students will**: **EERL.6.5.** Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text Ex. While reading a familiar story, provide a sentence that is *not* a repeated line but is predictable based on the overall meaning or structure of the text. Ex. Given a familiar poem projected on an interactive whiteboard with a line or stanza missing, identify the missing part from an array of choices.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level II AA Students will: **EERL.6.5.** Select or provide a sentence that completes the overall structure of a text. Ex. During shared reading of a story, identify a possible missing sentence from given choices that is *not* a repeated line but is predictable based on the overall meaning or structure of the text. **Level I AA Students will**: **EERL.6.5.** Provide a repeated word, phrase, or sentence from a familiar poem or story. Ex. Uses a voice output communication device to provide a repeated word that appears at the end of each line in a familiar poem. Ex. Say the repeated line in a familiar story or poem.
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.	**EERL.6.6.** Use an example from a text to describe the point of view of the narrator.	**Level IV AA Students will:** **EERL.6.6.** Explain the point of view of the narrator using examples from the text. Ex. Select descriptive words or illustrations from a text to describe the point of view of the narrator of a story. Ex. Select words from the text to show whether the narrator is telling the story from a first-person or third-person point of view. Ex. Use a voice output device to state the point of view of the narrator and then point to a specific line in the text as an example. **Level III AA Students will:** **EERL.6.6.** Use an example from a text to describe the point of view of the narrator. Ex. Use a voice output device to restate a specific line from a text as an example of the point of view of the narrator.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Select descriptive words or illustrations from a text to describe the point of view of the narrator of a story. Ex. Select words from the text to show whether the narrator is telling the story from a first-person or third-person point of view. **Level II AA Students will:** **EERL.6.6.** Identify the narrator. Ex. Presented with pictures of the main characters from a story, identify who tells the story. **Level I AA Students will:** **EERL.6.6.** Identify the narrator when a character is narrating the story. Ex. When presented with a picture representation of the main character in the story, identify them as the person telling the story.
Integration of Knowledge and Ideas. **RL.6.7.** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	**EERL.6.7.** Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.	**Level IV AA Students will:** **EERL.6.7.** Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the text. Ex. Indicate similarities and differences in sensory experiences between a book and a video version of the same text. Ex. Indicate preferences for forms of presentation by comparing and contrasting what is liked and disliked about the two presentations (e.g., I liked _____ because I could see _____ in my mind/on the screen). **Level III AA Students will:** **EERL.6.7.** Compare a text version of a story, drama, or poem with an audio, video, or live version of the text. Ex. Read a book and watch a video, then describe what they liked and did not like about the different presentations.

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		Level II AA Students will: **EERL.6.7.** Identify one way that a text version of a story, drama, or poem is like an audio, video, or live version. Ex. Select from a list one thing that is the same between the two. **Level I AA Students will:** **EERL.6.7.** Recognize the text version of a story, drama, or poem that matches the audio, video, or live version. Ex. After watching a video presentation of a familiar story, identify the book that tells the same story.
RL.6.8. (Not applicable in literature.)	**EERL.6.8.** N/A	
RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	**EERL.6.9.** (See EERL.6.7.)	
Range of Reading and Level of Text Complexity. **RL.6.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades	**EERL.6.10.** **This Literature Essential Element references all elements above.	

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6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

Sixth Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RI.6.1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EERI.6.1**. Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	**Level IV AA Students will:** **EERI.6.1.** Analyze a text to identify the information that is used in making an inference. Ex. After making an inference while reading a text, underline the information that was used in making the inference. Ex. Select a correct answer to an inferential question, and then highlight the information in the text that supports the inference. **Level III AA Students will:** **EERI.6.1** Analyze a text to determine what it says explicitly as well as what inferences should be drawn. Ex. Share, point, tell, or gesture to communicate specific facts from informational text. Ex. After viewing or hearing information demonstrated in a pie chart, select one piece of evidence from the information provided directly and information that must be inferred. Ex. Given a list of explicit and implicit information from a story, sort information into information that was stated directly and information that must be inferred. **Level II AA Students will:** **EERI.6.1.** Given multiple sentences from informational text, find a fact. Ex. Share, point, tell, or gesture to communicate specific facts from informational text. Ex. Using pictures, illustrations, etc., identify a fact. Ex. Through auditory or tactile sources, identify a fact.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERI.6.1.** Answer a question about explicit information provided in the text. Ex. Respond to a question about the text by indicating through a turn of the head or eye gaze whether each of two options is correct. Ex. Respond to a question about a detail from an illustration in the text by answering "yes" or "no" or using a switch to indicate whether each of two options is correct.
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**EERI.6.2.** Determine the central idea of a short passage and details or facts related to it.	**Level IV AA Students will:** **EERI.6.2.** Given a text, determine several details or facts that support their choice of the central idea. Ex. Asked "What was the passage about?," select an answer from choices provided and indicate several facts or details about it from the passage. Ex. Asked "What in the passage said what it was about?," selects facts or details about the central idea from choices provided. **Level III AA Students will:** **EERI.6.2.** Determine the central idea of a short passage and details or facts related to it. Ex. Asked "What was the passage about?," select an answer from choices provided and indicate a fact or detail about it from the passage. Ex. After reading or listening to a historical passage (e.g., Revolutionary War), select picture or word cards that provide details indicating the main idea and then select an illustration from the passage that depicts a related fact (e.g., George Washington in uniform). **Level II AA Students will:** **EERI.6.2.** Given sentences from a text, identify a central idea.

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		Ex. Asked "What was the passage about?," selects a central idea from the choices provided. Ex. After reading a historical passage, use pictures, illustrations, etc. to identify a central idea of a passage. Ex. Through auditory or tactile sources, identify a central idea of an informational text. **Level I AA Students will:** **EERI.6.2.** Identify an important detail from informational text. Ex. During shared reading of an informational text, point, tell, or gesture to communicate when an important detail is stated.
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**EERI.6.3.** Identify the progression of a key individual, event, or idea throughout an informational text.	**Level IV AA Students will:** **EERI.6.3.** Describe the progression of a key individual, event, or idea throughout an informational text. Ex. Use examples from the text to show how Harriet Tubman became a conductor on the underground railroad. **Level III AA Students will:** **EERI.6.3.** Identify the progression of a key individual, event, or idea throughout an informational text. Ex. Answer questions about order of historical events (e.g., What significant events happened to Harriett first/then/next that lead to her decision to run away?). Ex. Put three significant events from text in order given the events out of order. **Level II AA Students will:** **EERI.6.3.** Identify an example of important information from the text.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Identify an event that was most important in the life of Harriet Tubman from the text given two choices. Ex. Identify what happens to a character at the beginning or end of the story using customary communication modes. **Level I AA Students will:** **EERI.6.3.** Identify an event or idea in a familiar text. Ex. Respond to indicate whether a choice is an event that occurred in a familiar informational text. Ex. During shared reading of a science text, use a single message voice output device to indicate when an idea is stated.
Craft and Structure. **RI.6.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	**EERI.6.4**. Determine the meaning of simple idioms and figures of speech as they are used in a text.	**Level IV AA Students will:** **EERI.6.4.** Explain the meaning of simple idioms and figures of speech as they are used in a text. Ex. Explain the meaning of a figure of speech used in a science text to convey the meaning of a word (e.g., "Roots are like straws to take in water – it's not really a straw; stems are like sticks that hold the plant up – it's not really a stick."). **Level III AA Students will:** **EERI.6.4.** Determine the meaning of simple idioms and figures of speech as they are used in a text. Ex. Determine the meaning of *acid burns like fire* as *hot.* Ex. After hearing a weather report, determine the meaning of *it's raining cats and dogs* as *pouring or heavy rain*. **Level II AA Students will:** **EERI.6.4.** Recognize when a simple idiom or figure of speech is used in text.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. During shared reading, signal the teacher to indicate that an idiom has been used or seek clarification. **Level I AA Students will:** **EERI.6.4.** Recognize a repeated expression used in text. Ex. During shared reading of a familiar text, signal when a phrase is repeated in a text.
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**EERI.6.5.** Describe how an element of the text fits into the overall structure of the text.	**Level IV AA Students will:** **EERI.6.5.** Determine how a sentence, scene, or stanza fits into the overall structure of the text. Ex. Communicate the predictable word or phrase in a text that has a predictable pattern. Ex. Describe how a passage in *Travels with Charley* adds to understanding what John Steinbeck thought about America. **Level III AA Students will:** **EERI.6.5.** Describe how an element of the text fits into the overall structure of the text. Ex. Given the title of an informational text, find a sentence in the text that repeats the title. Ex. In a set of directions, describe what they would do if a step were left out. Ex. After reading a passage, select a title that is appropriate and fitting. **Level II AA Students will:** **EERI.6.5.** Identify a sentence from the overall structure of the text. Ex. Given a direction, point to a sentence that tells the most important thing to do.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERI.6.5.** Identify an illustration that fits into the overall theme of the text. Ex. Point to an illustration in a text.
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**EERI.6.6.** Use an example from text to describe the author's purpose or point of view.	**Level IV AA Students will:** **EERI.6.6.** Explain why the author wrote the text, citing examples. Ex. Provide reasons for a newspaper article on a tornado showing where the text conveys it (e.g., to inform people about an event, to tell people how to be safe during a tornado). Ex. Sort different types of text by their purposes (e.g., to inform, to argue or persuade, to discuss, to tell people how to do something, to explain, to report, to recount.) **Level III AA Students will:** **EERI.6.6.** Use an example from text to describe the author's purpose or point of view. Ex. Choose from three words to describe the author's point of view from a historical text. Ex. Given a paragraph about a tornado, choose a word from the paragraph that describes what the author thinks about tornados (e.g., *scary*, *exciting*). **Level II AA Students will:** **EERI.6.6.** Identify a word that represents the purpose of a text. Ex. Choose a word that represents what they learned from a report on a real-life event. **Level I AA Students will:** **EERI.6.6.** Point to a picture that shows what happened in a text designed

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		to recount an event. Ex. Using a story recounting a real-life event (e.g., a class field trip to a local museum) read by the teacher, point to a picture showing what happened.
Integration of Knowledge and Ideas. **RI.6.7.** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	**EERI.6.7.** Integrate information from different media and formats of texts.	**Level IV AA Students will:** **EERI.6.7.** Integrate information from different media to develop understanding of a topic. Ex. Compare/combine information from a video and a passage on the same topic to make a statement about the topic. **Level III AA Students will:** **EERI.6.7.** Integrate information from different media and formats of texts. Ex. After reading the passage and watching a video, use magazine pictures to create a collage to represent the information. Ex. Compare a text with a video version of the same text to identify ways that the text is the same as the video. **Level II AA Students will:** **EERI.6.7.** Identify information from media and other formats of text that are about similar topics. Ex. Recall a phrase from a media presentation. Ex. Recall a phrase from an informational text. **Level I AA Students will:** **EERI.6.7.** Identify information from one source/text. Ex. Identify an idea from text heard or read.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**EERI.6.8.** Distinguish claims in a text supported by reason.	**Level IV AA Students will:** **EERI.6.8.** Distinguish claims supported by a reason from those that are not. Ex. Identify a claim in an article and find the reasons or evidence in the piece to support the claim and identify a claim that is not supported. **Level III AA Students will:** **EERI.6.8.** Distinguish claims in a text supported by reason. Ex. Using an article from the newspaper, identify the claims supported by a reason by highlighting or marking the words. **Level II AA Students will:** **EERI.6.8.** Identify claims in a text. Ex. Point out a claim based upon the use of quotation marks. Ex. Recognize what an ad is attempting to sell. **Level I AA Students will:** **EERI.6.8.** Recognize a claim in a text. Ex. During shared reading of an informational text, use a switch, a nod, or answer “yes” or “no” when the teacher asks, “Did the author say . . . ?” Ex. Point to an ad in a newspaper.
RI.6.9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	**EERI.6.9.** (See EERI.6.7.)	

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Range of Reading and Level of Text Complexity. **RI.6.10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EERI.6.10.** **This Informational Text Essential Element references all elements above.	

Sixth Grade English Language Arts Standards: Writing

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Text Types and Purposes. **W.6.1.** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	**EEW.6.1.a-b.** With guidance and support, write a claim and support it with reasons.	**Level IV AA Students will:** **EEW.6.1.a-b**. Write a claim and support it with reasons. Ex. Write about something important to them and support it with reasons (e.g., The student writes, *need recess* and then supports the claim by writing *good for me, friends, tired.*). Ex. Following reading and discussion of tall tales, make an exaggerated claim and use story elements discussed to support the claim. **Level III AA Students will:** **EEW.6.1.a-b.** With guidance and support, write a claim and support it with reasons. Ex. Using a writing template created by the teacher in a talking word processor, fill in a blank to write a claim and to complete more sentences to support the claim (e.g., The student completes the sentence *I think we need more* ***computers***. And then, the student completes more sentences to give reasons, *We need more* ***computers*** *because we don't have enough. We have six students. We only have* ***two computers.***). Ex. Following a teacher-led discussion about something important to students, generating written reasons and discussion for and against the claim on an interactive whiteboard, make a claim for one position or the other and then support the claim, using and expanding on the available vocabulary and evidence on the interactive whiteboard (e.g., The student writes, *chew gum in school*, *relax*, *work harder* or *not chew gum in school*, *stick on desk*, *noisy chew*). **Level II AA Students will:** **EEW.6.1.a-b.** With guidance and support, write a claim and support it with one reason.

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		Ex. Write a claim with guidance (e.g., The student tells a peer, "ice cream every day" and the peer supports the student in writing the claim by stretching out the sounds in words so the student can type letters in word prediction software and select the appropriate word from the list.). Ex. After a discussion of student interests and school rules, complete a repeated sentence frame to write a claim by writing the appropriate word in the blank (e.g., *We need <claim> because <supportive reason>. We need recess because fun. We need gum because good. We need talk because friends.*). After each statement, the teacher leads group in identifying claim and discussion of reason. **Level I AA Students will:** **EEW.6.1.a-b.** With guidance and support, state a claim. Ex. Work with an adult to select a message to program on a single message voice output device and then use the device to state a claim (e.g., "This is gonna work.").
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	**EEW.6.1.c.** N/A	
d. Establish and maintain a formal style.	**EEW.6.1.d.** N/A	
e. Provide a concluding statement or section that follows from the argument presented.	**EEW.6.1.e.** N/A	

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and	**EEW.6.2.a-b.** Write to convey ideas and information including facts, details, and other information.	**Level IV AA Students will:** **EEW.6.2.a-b.** Write to convey ideas and information including facts, details, and other information. Ex. Write a short report on a self-selected topic, provide facts about the topic, and add details and information discussed in class related to the facts. Ex. Given a familiar scenario, write about the details. **Level III AA Students will:** **EEW.6.2.a-b.** Write to convey ideas and information including facts and details. Ex. Write a short report about an assigned topic including facts about the topic. Ex. Write about information learned in science on an assigned topic. **Level II AA Students will:** **EEW.6.2.a-b.** With guidance and support, write to convey ideas and information clearly including facts and details. Ex. Work with peers to write a report on a science topic (e.g., The student writes about climate and the kinds of clothing we wear in different weather.). **Level I AA Students will:** **EEW.6.2.a-b.** Participate in shared writing to convey ideas and information including facts, details, or other information. Ex. Use a yes/no switch to indicate support for an idea or something a peer says should be included in the shared writing. Ex. Select illustrations to include in the shared writing project.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
examples.		
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	**EEW.6.2.c.** N/A	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**EEW.6.2.d.** N/A	
e. Establish and maintain a formal style.	**EEW.6.2.e.** N/A	
f. Provide a concluding statement or section that follows from the information or explanation presented.	**EEW.6.2.f.** N/A	
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing	**EEW.6.3.** Select an event or personal experience and write about it. a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.	**Level IV AA Students will:** **EEW.6.3.a-b.** Introduce the experience or situation, multiple characters, and multiple events in sequence. Ex. Write about a personal experience (e.g., *Go to movies),* writing about oneself (*me*) and friends (*JT and K),* and including multiple events *(go in car. By popcn* [popcorn]. *sit fnt* [front]). Ex. After reading and discussing a non-fiction text, write about an event (e.g., *Boston Tea Party*), the situation (*tea tax*), the actors (*colonists*), and the actions (*got on ships, threw tea in harbor*).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		**Level III AA Students will:** **EEW.6.3.a-b.** Introduce the experience or situation, at least one character, and two or more events in sequence. Ex. Write about a personal experience (e.g., *make bns* [brownies]), writing about himself (*me*) and mom (*mom*), and including two events *(cook. eat.).* Ex. After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes to write about an event (e.g., *Boston Tea Party*), the situation (*tea tax*), the actors (*colonists*), and the actions (*got on ships, threw tea in harbor*). **Level II AA Students will:** **EEW.6.3.a-b.** With guidance and support, Introduce the experience or situation, at least one character, and two or more events in sequence. Ex. With guidance and support from a teacher who guides the student through each step of writing, write about a personal experience (e.g., going *siping* [shopping]). Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write about them using a template (e.g., This text is about <event>. The colonists <did what two things> because <what were they mad about>.). **Level I AA Students will:** **EEW.6.3.a-b.** With guidance and support, communicate about a personal experience. Ex. With the support of an adult who gets the student's remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs and gestures to say, "me go" which the adult

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		writes on a sticky note and reads aloud and sticks on the page in the book. Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (*Go farm. Happy.*), which the teacher will write below the photo and read aloud as the student observes.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**EEW.6.3.c.** N/A	
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	**EEW.6.3.d.** N/A	
e. Provide a conclusion that follows from the narrated experiences or events.	**EEW.6.3.e.** N/A	
Production and Distribution of Writing. **W.6.4.** Produce clear and coherent writing in which the development,	**EEW.6.4.** Produce writing that is appropriate for the task, purpose, or audience.	**Level IV AA Students will:** **EEW.6.4.** Produce writing that is appropriate to the task, purpose, and specific audience. Ex. Write a thank you note. Ex. Write a short research report stating the topic and providing supporting information as required by the assignment.

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organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		Ex. Write a poem that has the desired language structure and content. **Level III AA Students will:** **EEW.6.4.** Produce writing that is appropriate to the task, purpose, or audience. Ex. Write the schedule for the day. Ex. Write an e-mail to Mom and Dad about something needed for school. Ex. Write a note to a friend. Ex. Following the reading of a text with a predictable structure and content (e.g., *Yo Yes*), create new text following the structure and content (e.g., *Play ball? Okay.*). **Level II AA Students will:** **EEW.6.4.** With guidance and support, produce writing that is appropriate to the task, purpose, or audience. Ex. Use a letter-writing rubric or set of reminders to write a thank you note. Ex. Use a ready-made set-up in multimedia software to write a short research report filling in the topic and two facts related to it. **Level I AA Students will:** **EEW.6.4.** With guidance and support, produce writing for a variety of purposes. Ex. With guidance and support, write to sign name. Ex. With guidance and support, write to make a request. Ex. With guidance and support, write to respond to a direction. Ex. With guidance and support, use a letter-writing template to write an e-mail to an e-pal.
W.6.5. With some	**EEW.6.5.** With guidance	**Level IV AA Students will:**

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guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	and support from adults and peers, plan by brainstorming and revise own writing by adding more information.	**EEW.6.5.** With guidance and support from adults and peers, plan writing and revise writing using the editing process. Ex. After working with the teacher to brainstorm ideas for writing, use a personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback. Ex. After reading a science text, take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary, to complete the L column of a KWL chart, share it with classmates, and revise based on their feedback. **Level III AA Students will:** **EEW.6.5.** With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. Ex. After working with the teacher to brainstorm ideas for writing, they are then entered in a word bank for the student to use when writing, and add more information to own writing after sharing and getting suggestions from peers. Ex. After working with peers to brainstorm ideas for writing with the information in graphic organizer software, use the software to transform the organizer into an outline and add to the ideas in the outline. Ex. After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary, to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback. **Level II AA Students will:** **EEW.6.5.** With guidance and support from adults and peers, plan by

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		brainstorming to strengthen own writing. Ex. Work with the teacher to read something the students have already written and brainstorm ideas of things to add to strengthen the writing. Ex. Work with peers to brainstorm ideas for writing and put the information in graphic organizer software. Ex. Work with the teacher and peers in writing groups to listen to each group member respond ("What I liked best about your writing . . . ," "One question I have is . . . ?,".and "One suggestion I have is . . . ."), and use that feedback to revise draft with teacher guidance. **Level I AA Students will:** **EEW.6.5.** With guidance and support from peers and adults, write. Ex. With guidance and support from peers, select words from a word bank for writing. Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet ("Tell me the next one.") and write desired letters ("Write that one for me.").
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	**EEW.6.6.** Use technology, including the Internet, to produce writing while interacting and collaborating with others.	**Level IV AA Students will:** **EEW.6.6.** Use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. Ex. In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes, and then share what was learned with peers.

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		Level III AA Students will: **EEW.6.6.** Use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. Navigate the Internet (e.g., using screen reader software), identify information about the selected topic, and use the information to write (e.g., using a talking word processor with an alternative keyboard), and share what was learned with classmates. Ex. Select images from the Internet and write about the images (e.g., using a talking word processor and word prediction software) and share what is learned with classmates. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. Ex. In a science lesson, after visiting websites designated by the teacher, use talking word processor to draft notes and then share what was learned with peers. **Level II AA Students will:** **EEW.6.6.** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. Working with an adult, navigate the Internet to identify images to use in writing about a self-selected topic and interact with the teacher about each image and copy/paste selected pictures into writing project. Ex. Work with a group of peers to complete a research project, selecting images from the Internet and writing about the topic using talking word processors with peers helping the student stretch out the sounds in words to type words using word prediction software.

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		Level I AA Students will: **EEW.6.6.** With guidance and support, use technology to participate in group writing projects. Ex. Use a switch to say "I like that." (if they choose) when asked by group members what they think of pictures and text being developed by a small group. Ex. Use a camera to capture pictures that are then used in a story being developed by a small group and indicate "yes" or "no" when asked if accompanying text written by the group seems on target.
Research to Build and Present Knowledge. **W.6.7.** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**EEW.6.7.** Conduct research to answer a question based on two or more sources of information.	**Level IV AA Students will:** **EEW.6.7.** Conduct research to answer a question based on several sources of information. Ex. Conduct research using the Internet to gather information from several sources on a topic assigned by the teacher (e.g., The teacher asks students to identify the habitat and eating habits of prey and the student reads multiple websites to identify the information before writing the answer.). Ex. Use sticky notes to mark pages in several books where there is relevant information (e.g., What led to the Boston Tea Party?), and then write that information in a group research project. **Level III AA Students will:** **EEW.6.7.** Conduct research to answer a question based on two or more sources of information. Ex. Research two texts provided by the teacher to answer questions on an assigned topic (e.g., The teacher asks students to identify the habitat and eating habits of prey and gives students two texts that have the answers in it. Students read the texts in order to find the answers.). Ex. Research two webpages provided by the teacher to locate answers to

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		questions on an assigned topic (e.g., The teacher creates a ready-made set-up for the interactive whiteboard that first presents a question, then presents a webpage that includes the answer, the student reads the question, the webpage, and then writes an answer to the question, then advances to the next webpage and repeats.). **Level II AA Students will:** **EEW.6.7**. With guidance and support, conduct research to answer a question based on one source of information. Ex. Use a webpage and a word bank provided by the teacher to answer questions in slot-filler sentences to write about information found (e.g., The teacher creates a ready-made set-up for the interactive whiteboard that first presents a question, then presents a webpage that includes the answer, and a word bank with fill-in-the-blank sentences to support writing. The student reads the question and webpage using the screen reader and then writes an answer to the question using the word bank.). Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project. **Level I AA Students will:** **EEW.6.7.** Participate in group research and writing activities. Ex. During a shared reading/writing lesson, use a single message voice output device to say, "Write that down," when the teacher reads information that is important, and listen and observe as the teacher reads it aloud and points to the words. Ex. Use a multiple message voice output device to ask questions programmed by the teacher (e.g., "What does it say? Is that good? Should we look at something else?") that guide the group in completing the research project.

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		Ex. Explore two webpages with peers using a screen reader, choose one piece of information from each, type letters about them while Level III or II peer type short notes and read them aloud.
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	**EEW.6.8.** Identify quotes from print or digital sources that provide information about a topic.	**Level IV AA Students will:** **EEW.6.8.** Select quotes from print or digital sources that provide information about a topic. Ex. Given a passage projected on an interactive whiteboard, highlight portions that provide information about the topic and write notes on the information they provide. Ex. Given a book, mark informative quotes with sticky notes and write notes on the information they provide. **Level III AA Students will:** **EEW.6.8.** Identify quotes from print or digital sources that provide information about a topic. Ex. Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean. **Level II AA Students will:** **EEW.6.8.** With guidance and support, identify quotes on a given topic from a familiar print or digital source. Ex. After engaging in shared or guided reading of a text about a given topic, identify quotes that did and did not come from the text. Ex. After engaging in shared or guided reading of a text about a given topic, identify quotes from the book that relate to the topic.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EEW.6.8.** With guidance and support while engaging in shared reading of a text, identify words related to a topic. Ex. Use a single message voice output device during shared reading to say, "That's one" when the teacher reads words related to the given topic, and the teacher adds the words to a book chart, reading them aloud as the student observes and listens. Ex. During shared reading, given a list of words (some of which are included in the text), identify those that are relevant.
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.").	**EEW.6.9.** Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 6 Reading Standards* to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.").	**Level IV AA Students will:** **EEW.6.9.a.** N/A **Level III AA Students will:** **EEW.6.9.a.** Apply *Essential Elements of Grade 6 Reading Standards* to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text."). Ex. After reading a book and watching a video version of the same story, write to describe what they like and did not like about the different presentations (e.g., *like pictures in book, like to watch movies).* Ex. After reading two versions of the Cinderella story, complete a same/different chart, listing similarities and differences in the two sources. Ex. After reading a poem and listening to the poet read it aloud, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the two experiences and what is the same. **Level II AA Students will:** **EEW.6.9.a.** With guidance and support, apply *Essential Elements of Grade 6 Reading Standards* to literature (e.g., "Compare a text version of a story,

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		drama, or poem with an audio, video, or live version of the text.”). Ex. Write words or phrases from a list to identify what is the same between a text and a video of the same story. Ex. After reading two versions of the Cinderella story, complete a same/different chart with teacher guidance and support, listing similarities and differences in the two sources. Ex. After reading a poem and listening to the poet read it aloud, with teacher guidance and support, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the two experiences and what is the same. **Level I AA Students will:** **EEW.6.9.a.** With guidance and support, participate in shared writing activities that follow up shared reading activities. Ex. During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads a detail or idea that is important and listens and observes as the teacher writes the words and reads them aloud. Ex. During shared reading of text projected on an interactive whiteboard, indicate with “yes” or “no” whether they think highlighted text chosen by peers is important and listen as peers defend choice in text.
b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims	**EEW.6.9.b.** Apply *Essential Elements of Grade 6 Reading Standards* to informational text (e.g., “Distinguish claims in a text supported by reason.”).	**Level IV AA Students will:** **EEW.6.9.b.** N/A **Level III AA Students will:** **EEW.6.9.b.** Apply *Essential Elements of Grade 6 Reading Standards* to informational text (e.g., “Distinguish claims in a text supported by reason.”).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
that are supported by reasons and evidence from claims that are not").		Ex. Using an article from the newspaper, write the words or phrase that stated a claim and what makes them reasonable (e.g., *Young children should not be left home alone. - Not safe. Scary. Homework help.*). Ex. Write a claim found in a website ad and list reasons it is exaggerated. **Level II AA Students will:** **EEW.6.9.b.** With guidance and support, apply *Essential Elements of Grade 6 Reading Standards* to informational text (e.g., "Distinguish claims in a text supported by reason."). Ex. With guidance and support, using an article from the newspaper, write the words or phrase that stated a claim and what makes them reasonable (e.g., *Young children should not be left home alone. - Not safe. Scary. Homework help.*). Ex. With guidance and support, write a claim found in an ad and what makes it exaggerated. Ex. Using an article from the newspaper, write the words or phrase that stated a claim and what makes them reasonable (e.g., *Young children should not be left home alone. - Not safe. Scary. Homework help.*). **Level I AA Students will:** **EEW.6.9.b.** With guidance and support, participate in shared writing activities that build on shared reading activities. Ex. During a shared reading/writing lesson, use a single message voice output device to say, "Write that down," when the teacher reads information that is important, and then listen and observe as the teacher writes it and reads it aloud.

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		Ex. During shared reading of text projected on an interactive whiteboard, indicate with “yes” or “no” whether they think highlighted text chosen by peers is important and listen as peers defend choice in text, important to include in group writing.

Sixth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Comprehension and Collaboration. **SL.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**SL.6.1.** Participate in collaborative discussions. a. Prepare for discussion through prior study.	**Level IV AA Students will:** **EESL.6.1.a.** Prepare for discussions through prior study combined with the preparation of notes or other support materials. Ex. Get ready for a discussion with peers by reading a text, highlighting the important parts or writing key ideas on sticky notes. Ex. Get ready for a discussion on a science topic by watching a video while marking key ideas on a listening guide provided by the teacher. **Level III AA Students will:** **EESL.6.1.a.** Prepare for discussion through prior study. Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about . . . .). Ex. Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion. Ex. Prepare for a discussion by using the Internet to view information on the topic to be discussed. **Level II AA Students will:** **EESL.6.1.a.** Prepare for discussions. Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about rocks.). Ex. Prepare for a discussion by preprogramming or organizing messages on a voice output communication device. Ex. Prepare for a discussion by making a list of ideas, words, or information to share.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EESL.6.1.a.** With support, review pictures, symbols, objects, or artifacts to use in a discussion. Ex. Prior to participating in a discussion on a science topic, interact with a variety of illustrations or objects related to the topic (e.g., look at a picture of Stonewall Jackson before the teacher discusses the Battle of Bull Run). Ex. Prior to participating in a discussion, preview pre-stored messages on a multiple message communication device with a peer.
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	**SL.6.1.b.** With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.	**Level IV AA Students will:** **EESL.6.1.b**. Follow simple, agreed-upon rules for discussions and carry out assigned role. Ex. Having been assigned a role for a literature circle discussion, fulfill a role in the group. Ex. Per the class norms for discussions, use "I" statements, wait for a peer to finish before talking, and restate when asked. **Level III AA Students will:** **EESL.6.1.b.** With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information. Ex. Having been assigned a role for a literature circle discussion, fulfill the role with support from peers in the group. Ex. Given an object to help the group insure that only one student is talking at a time, listen while peers are talking and share own ideas when holding the object. **Level II AA Students will:** **EESL.6.1.b.** Contribute to classroom discussions. Ex. Use a multiple message voice output device to add comments during a

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		discussion offered spontaneously without attention to rules. Ex. Add to the discussion when directly prompted to (e.g., "Tell us what you think."). **Level I AA Students will:** **EESL.6.b.** When prompted, add prepared information to a discussion. Ex. Use a single message voice output device to add to a discussion when asked. Ex. When prompted, look at a picture drawn in preparation for the discussion and tell the group about it.
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	**SL.6.1.c.** Ask and answer questions specific to the topic, text, or issue under discussion.	**Level IV AA Students will:** **EESL.6.1.c**. Ask and answer questions specific to the topic, text, or issue under discussion and include details when answering questions. Ex. During a discussion with peers about a text, answer specific questions about the topic and provide details. Ex. During a discussion with peers about current events, ask specific questions (e.g., "What happened to him?") and answer questions with details (e.g., "Lots of animals in park. Bear. Buffalo."). **Level III AA Students will:** **EESL.6.1.c.** Ask and answer questions specific to the topic, text, or issue under discussion. Ex. During a discussion with peers about a text, ask specific questions about the comments of peers (e.g., "Why did she do that?") and answer questions when asked by peers (e.g., "What do you think?"). Ex. During a discussion with peers about current events, ask specific questions (e.g., "What happened to him?") and answer questions (e.g., "Have you ever been there?").

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		Level II AA Students will: **EESL.6.1.c.** Answer questions about the topic under discussion. Ex. Respond to others when addressed during a discussion. Ex. During a discussion, respond to a question using a message on a multiple message voice output device. Ex. During a discussion, respond to a question by combining symbols on a multiple message voice output device. **Level I AA Students will:** **EESL.6.1.c.** Answer questions during a discussion using preprogrammed or practiced responses. Ex. During a discussion, respond to a question using a message on a single message voice output device. Ex. During a discussion, respond to a question by looking at a symbol from an array that has been used to rehearse the question prior to the discussion. Ex. During a discussion, select from consistently used/generic overlays to respond to questions. (e.g., "I know," "That's right," "No way," "I'm not sure.").
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**SL.6.1.d.** Restate key ideas expressed in the discussion.	**Level IV AA Students will:** **EESL.6.1.d.** Restate key ideas expressed in the discussion including own ideas. Ex. After a discussion about a book chapter, restate two key ideas when the teacher asks, "Tell me two important things to remember about the chapter." Then, respond correctly when the teacher asks, "What key ideas did you think of?" Ex. After a discussion about the results of a science experiment, use a multiple message voice output device to restate key ideas including own

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		ideas (e.g., "Lincoln was president in Civil War. Lincoln was great president."). **Level III AA Students will:** **EESL.6.1.d.** Restate key ideas expressed in the discussion. Ex. After a discussion about a book chapter, restate two key ideas when the teacher asks, "Tell me two important things to remember about the chapter." Ex. After a discussion about the results of a science experiment, use a multiple message voice output device to restate key ideas. **Level II AA Students will:** **EESL.6.1.d.** Identify key ideas expressed in the discussion. Ex. After participating in a discussion, identify from a list of statements the key ideas that were discussed. Ex. After participating in a discussion during which the teacher lists ideas, identify those from the list that were key to the discussion. **Level I AA Students will:** **EESL.6.1.d.** With support, identify a key issue after the discussion. Ex. After a discussion from which the teacher creates a visual display of the key ideas that are shared, identify from the visual display a key idea. Ex. After a discussion from which the teacher creates an audio recording of the key ideas that are shared, identify from the recording a key idea.
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually,	**EESL.6.2.** Identify information presented in graphical, oral, visual, or multimodal formats that	**Level IV AA Students will:** **EESL.6.2.** Describe how information presented in graphical, oral, visual, or multimodal formats relates to a topic or text. Ex. When shown an illustration to support a topic being discussed in class,

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quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	relates to a topic or text.	point to various parts of the illustrations and tell how it relates to the topic. Ex. When shown a graphic organizer completed by the group displaying the main idea and details from a book, describe how the details relate to the main idea. **Level III AA Students will:** **EESL.6.2.** Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text. Ex. When shown an illustration to support a topic being discussed in class, point to various parts of the illustrations that relate to the topic. Ex. When shown an animation (e.g., a plant growing), identify the information that is depicted (e.g., seed planted, roots grow, stem forms, etc.). **Level II AA Students will:** **EESL.6.2.** Identify graphical, oral, visual, or multimodal displays that relate to a topic or text. Ex. When shown several illustrations from an informational text, identify one that relates to the topic being discussed. Ex. When shown an array of animations (e.g., a plant growing), identify one that relates to the topic. **Level I AA Students will:** **EESL.6.2.** Match a missing element to the appropriate oral, visual, or multimodal display. Ex. Given a choice of three words, select the appropriate word to complete a sentence a teacher reads from a familiar text. Ex. Given a picture of a leaf from a plant, identify the photo from which the leaf is missing.

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SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**EESL.6.3.** Identify points the speaker makes to support an argument or claim.	**Level IV AA Students will:** **EESL.6.3.** Identify the argument or claim a speaker makes and the points that support it. Ex. When a guest speaker leaves the class, tell the teacher what the speaker talked about (e.g., "Community-based recycling is important.") and points the speaker gave to support it. Ex. After listening to the principal explain the new rules about lunch, tell that the principal explained the new lunch rules and state two reasons why the rules were changed. **Level III AA Students will:** **EESL.6.3.** Identify points that the speaker makes to support an argument or claim. Ex. When asked why the speaker thinks community-based recycling is important, identify two points the speaker gave. Ex. After listening to the principal explain the new rules about lunch, tell two reasons why the rules were changed. **Level II AA Students will:** **EESL.6.3.** Identify the main point a speaker makes. Ex When given three choices (e.g., community-based recycling: [1] is important for everyone, [2] saves resources, and [3] reduces waste.), indicate, when asked, that the speaker's main point was that community-based recycling is important for everyone. Ex. After listening to the principal explain the new rules about lunch and provided with three choices (e.g., new rules, change of lunch menu, bad behavior in the lunch room), identify the new rules as the main point of the principal's comments.

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		Level I AA Students will: **EESL.6.3.** Recognize speaker. Ex. Establish eye gaze with speaker when spoken to. Ex. Face toward the speaker while he or she is speaking. Ex. Nod or otherwise acknowledge the speaker when directly addressed.
Presentation of Knowledge and Ideas. **SL.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	**EESL.6.4.** Present findings including descriptions, facts, or details related to a topic.	**Level IV AA Students will:** **EESL.6.4.** Present own findings including descriptions, facts, or details related to a topic. Ex. State the topic of one's own presentation and share specific descriptions of facts and details related to the topic. Ex. Using a multimedia presentation on an interactive whiteboard, present self-selected pictures of rocks and minerals, and present facts or details about each. **Level III AA Students will:** **EESL.6.4.** Present findings including descriptions, facts, or details related to a topic. Ex. After working with a group to create a presentation on rocks and minerals, present the findings including details regarding the rocks and mineral samples that are being passed around the class. Ex. After working with an adult to create a report on a self-selected topic, present the report including a clear statement of the topic and facts related to it. **Level II AA Students will:** **EESL.6.4.** Present findings including details related to a familiar, personally relevant topic. Ex. After working with a group to create a presentation on hobbies,

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		present one or two details. Ex. Show the class own collection and tell details related to it. **Level I AA Students will:** **EESL.6.4.** Indicate a detail from a presentation on a selected topic. Ex. Use a switch to indicate whether a detail was in a recent media presentation. Ex. During a media presentation, vocalize or gesture to communicate when a detail is stated.
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	**EESL.6.5.** Select an auditory, visual, or tactual display to clarify the information in presentations.	**Level IV AA Students will:** **EESL.6.5.** Create an auditory, visual, or tactual display to enhance and clarify information in the presentations. Ex. In a presentation about different types of trees, make a drawing that shows the similar parts of all trees. Ex. Create a playlist of music to enhance and clarify the information in a presentation. **Level III AA Students will:** **EESL.6.5.** Select an auditory, visual, or tactual display to clarify the information in presentations. Ex. Select from a gallery, a display to use in a presentation that shows different foods derived from corn. Ex. Select illustrations or photos that show the parts of plants and clearly differentiate each part from the others. **Level II AA Students will:** **EESL.6.5.** Select an auditory, visual, or tactual display to accompany a presentation.

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		Ex. Choose a display from a provided array related to the topic of the presentation, such as a picture of a cat to go with a presentation on felines. Ex. Selects pictures or illustrations of plants to accompany a presentation on the parts of plants. **Level I AA Students will:** **EESL.6.5.** Select from an array of appropriate auditory, visual, or tactual display to accompany a presentation. Ex. Given a choice of three pictures of plants, choose one for the group to use in its presentation on plants. Ex. Given a choice of two quartz rocks, choose one for the group to pass around to the audience during their presentation on rocks and minerals.
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EESL.6.6.** Use formal and informal language as appropriate to the communication partner and situation.	**Level IV AA Students will:** **EESL.6.6.** Shift between formal and informal language as appropriate to the communication partner and situation. Ex. When talking with adults and peers in a group, shift between informal language to casually agree with comments and formal language to state own opinion. Ex. At the beginning of a class period, chat informally with peers but shift to formal language when the teacher begins the class and asks a direct question. **Level III AA Students will:** **EESL.6.6.** Use formal and informal language as appropriate to the communication partner and situation. Ex. Revise comment using formal language when clarification of informal language is requested.

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		Ex. Use formal language to present information and then shift to informal language to respond to feedback from peers when done. Ex. Respond formally to questions posed by unfamiliar others. **Level II AA Students will:** **EESL.6.6.** Use formal and informal language. Ex. Use phrases and informal expressions in responding to peers. Ex. Revise comment using formal language when asked to say something another way. **Level I AA Students will:** **EESL.6.6.** With support as needed, use symbolic language to communicate informally with others. Ex. Select a picture symbol to communicate a choice in activities. Ex. Hand an object to a teacher to communicate a choice in activities.

Sixth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Conventions of Standard English. **L.6.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	**EEL.6.1.** Demonstrate standard English grammar and usage when communicating. a. Use personal pronouns (e.g., *he*, *she*, *they*) correctly.	**Level IV AA Students will:** **EEL.6.1.a.** Use names *and* pronouns interchangeably when communicating about specific people, places, or things. Ex. Use names and pronouns when talking to a peer about another student (e.g., The student is talking about another student and says, "John got cake." The teacher replies, "He did? Did he like it?" The student replies, "Yeah, he like it."). **Level III AA Students will:** **EEL.6.1.a.** Use personal pronouns (e.g., *he*, *she*, *they*) correctly. Ex. Identify self and others in the classroom through corresponding pronouns. **Level II AA Students will:** **EEL.6.1.a.** Uses personal pronoun correctly to refer to self (e.g., *I*, *me*, and *we*). Ex. Use *I* or *we* when speaking about oneself (e.g., The teacher asks, "Who wants to go?," and the student replies, "*Me*!") Ex. Use *I*, *me*, or *we* to refer to oneself in written communication (e.g., write simple text with a repeated sentence frame, "I like . . . ." Ex. Use a switch or step-by-step with sentence frames that use *I*, *me*, and *we* to refer to oneself and groups that include oneself (e.g., Write simple text with a sentence frame, "We are . . . ."). **Level I AA Students will:** **EEL.6.1.a.** With guidance and support, use *me* to refer to self. Ex. With guidance and support, make requests for oneself as *I* or *me* (e.g., The teacher is passing out materials for a project and asks, "Who wants

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		one?" and support the student in placing hand on chest to sign, *me*. Ex. With guidance and support, answer questions using *I* or *me* to refer to oneself (e.g., Students are waiting in line for a turn and the teacher asks, "Who is next?" The student responds, "*Me*!") using words or single message voice output device.
b. Use intensive pronouns (e.g., *myself, ourselves*).	**EEL.6.1.b.** N/A	
c. Recognize and correct inappropriate shifts in pronoun number and person.*[*sic*]	**EEL.6.1.c.** N/A	
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*[*sic*]	**EEL.6.1.d.** N/A	
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*[*sic*]	**EEL.6.1.e.** N/A	

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L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*[*sic*]	**EEL.6.2.** Demonstrate understanding of conventions of standard English when writing. a. Use question marks at the end of written questions.	**Level IV AA Students will:** **EEL.6.2.a.** Write own questions using question marks appropriately. Ex. Write an e-mail to a pen pal and includes questions about the pal's life. **Level III AA Students will:** **EEL.6.2.a**. Use question marks at the end of written questions. Ex. Tells teacher to use a question mark at the end of a question in a shared writing activity. **Level II AA Students will:** **EEL.6.2.a.** Distinguishes between question marks and periods in written text. Ex. During a shared reading activity, the teacher points to ending punctuation in the text and asks, "What is this?" **Level I AA Students will:** **EEL.6.2.a.** Responds to simple questions. Ex. After the teacher provides a choice of two items and asks, "What do you want?," respond by making a choice. Ex. During shared reading of a text with a repeated line, when the teacher asks, "What happens next?," use a single message device to say the repeated line.
b. Spell correctly.	**EEL.6.2.b.** Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	**Level IV AA Students will:** **EEL.6.2.b.** Use complete phonetic representations (initial, final, medial) when spelling untaught words, drawing on common spelling patterns as appropriate. Ex. When writing in a journal, spell the word *dragon* phonetically (e.g., *jragun*).

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		Ex. When writing, spell the word *luck* phonetically (e.g., *luk*). **Level III AA Students will:** **EEL.6.2.b.** Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns. Ex. Spell words looking for relationships and or common spelling patterns (e.g., light is spelled *lite*). Ex. Use a set of key words that have common spelling patterns as a support in spelling untaught words (e.g., uses the keyword *back* to help spell the word *rack*). **Level II AA Students will:** **EEL.6.2.b.** Change the onset of words spelled with common spelling patterns to read and spell other words. Ex. Spell *man* when the teacher reads a word that is spelled with a common spelling pattern (e.g., can), and says, "Use *can* to help you spell *man*." Ex. Write several words that fit in the same word family with a given word (e.g., *cat*: *bat*, *fat*, *pat*, *sat*). **Level I AA Students will:** **EEL.6.2.b.** Demonstrate awareness of letters and words. Ex. Point to letters on a bulletin board in the hallway when asked, "Where are the letters?" Ex. Point to text when asked to show me the words to read in a book.

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Knowledge of Language. **L.6.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.*[*sic*]	**EEL.6.3.** Use language to achieve desired meaning in communication. a. Vary use of language when the listener or reader does not understand the initial attempt.	**Level IV AA Students will:** **EEL.6.3.a.** Vary use of language and provide additional information when the listener or reader does not understand initial communication effort. Ex. Provide additional information when the initial attempt to communicate is not understood fully. **Level III AA Students will:** **EEL.6.3.a.** Vary use of language when the listener or reader does not understand the initial attempt. Ex. Make a comment in a different way, when trying to make a comment during a lesson but when it is not clear what is meant. Ex. Shift to an AAC system to clarify when speech is used to ask a question but the question is not understood. **Level II AA Students will:** **EEL.6.3.a.** Use language to achieve meaning when communicating. Ex. Use individual communication system to express feelings. Ex. Communicate desired want or need (provided with visuals as needed). **Level I AA Students will:** **EEL.6.3.a.** Acknowledge and respond to communication. Ex. Change affect in response to a communication from someone else – smile, eye gaze, some form of communication.
b. Maintain consistency in style and tone.*[*sic*]	**EEL.6.3.b.** N/A	

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Vocabulary Acquisition and Use. **L.6.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**EEL.6.4.** Demonstrate knowledge of vocabulary drawn from reading and content areas. a. Use context to identify which word in an array of content-related words is missing from a sentence.	**Level IV AA Students will:** **EEL.6.4.a.** Use context to determine the meaning of a new word. Ex. Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning. **Level III AA Students will:** **EEL.6.4.a.** Use context to identify which word in an array of content-related words is missing from a sentence. Ex. Complete a maze task. **Level II AA Students will:** **EEL.6.4.a.** Match vocabulary to meaning. Ex. Match a word to its meaning. Ex. Match a picture to word. **Level I AA Students will:** **EEL.6.4.a.** Demonstrate an understanding of the meaning of common words. Ex. Identify an object named by an adult (e.g., During a science unit on recycling, student identifies a bottle from a field of three objects when requested.).
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	**EEL.6.4.b.** N/A	

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c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**EEL.6.4.c.** Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating	**Level IV AA Students will:** **EEL.6.4.c.** N/A **Level III AA Students will:** **EEL.6.4.c.** Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. Ex. While reading, point to an unfamiliar word and ask, “What’s that?” Ex. While reviewing vocabulary for a shared writing activity and the teacher finishes with a word that is unknown, say, “What?” **Level II AA Students will:** **EEL.6.4.c.** Recognize a new word when encountered while reading or communicating. Ex. While reading with a teacher, point to a word indicating that it is the new word they just learned. **Level I AA Students will:** **EEL.6.4.c.** Asks for help when needed. Ex. Indicate need for help by raising hand, hitting switch, etc. Ex. Indicate “yes” or “no” when asked, “Do you understand?” or “Do you have any questions?” Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred	**EEL.6.4.d.** N/A	

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meaning in context or in a dictionary).		
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Interpret figures of speech (e.g., personification) in context.	**EEL.6.5.** Demonstrate word relationships. a. Interpret similes (e.g., The man was as big as a tree.).	**Level IV AA Students will:** **EEL.6.5.a.** Use similes in writing or communication. Ex. Tell the teacher her hands are "as cold as ice" or that he is "hungry as a bear." Ex. Navigate independently to preprogrammed message in an AAC system to tell someone that the bus lift is *slow as a snail.* **Level III AA Students will:** **EEL.6.5.a.** Interpret similes Ex. Respond "huge," "really big," etc. when asked what is meant by "A man was as big as a tree." Ex. Choose "fast" from word choices when asked what is meant by "The girl ran like the wind." **Level II AA Students will:** **EEL.6.5.a.** Identify word relationships. Ex. Work with the teacher to make a list of words to use instead of "said" when writing. Ex. Work with the teacher to select words to complete a sense poem (e.g., The student uses an overlay with five or more items that are yellow and makes choices to finish sentences such as, "Yellow tastes like – student chooses a lemon. Yellow looks like – student points to sun."). **Level I AA Students will:** **EEL.6.5.** Given the category, sort words. Ex. Select all of the animals from a display.

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b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	**EEL.6.5.b.** N/A	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	**EEL.6.5.c.** N/A	
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**EEL.6.6.** Use general academic and domain-specific words and phrases.	**Level IV AA Students will:** **EEL.6.6.** Acquire and use general academic and domain-specific words and phrases. Ex. Use graphic organizers to generalize and sort old versus new words. **Level III AA Students will:** **EEL.6.6.** Use general academic and domain-specific words and phrases. Ex. In a group setting, participate in a graphic organizer activity or discussions (number of responses).

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		Level II AA Students will: **EEL.6.6.** Demonstrate understanding of general academic and domain-specific words. Ex. Fill in the blank with a word choice to answer a question about the characters in a story. Ex. Select a symbol or picture to represent a word in science. **Level I AA Students will:** **EEL.6.6.** Identify pictures and other symbols that represent general academic and domain-specific words. Ex. After the teacher uses photographs to teach new vocabulary, point to a picture that represents a word in the lesson when asked.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR SEVENTH GRADE

Seventh Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RL.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EERL.7.1.** Cite text to draw inferences from stories and poems.	**Level IV AA Students will:** **EERL.7.1.** Cite textual evidence to determine what is inferred versus what is explicit. Ex. Cite explicit information (*It rained for three days.*) and details that support the inference that there will be flooding (e.g., *The river was high. The people in town were hauling sandbags.*). **Level III AA Students will:** **EERL.7.1.** Cite text to draw inferences from stories and poems. Ex. Point to, underline, or highlight the text used when drawing a simple inference about a short passage (e.g., The inference that the man was sorry he did it is supported by the details in the text that say he couldn't sleep, he decided to apologize, and he knew he'd never do it again.). Ex. Draw a simple inference from a specific text in a passage (e.g., *bad boy*). **Level II AA Students will:** **EERL.7.1.** Cite text to support what the text says explicitly. Ex. Select the details from an array of choices that relate to an explicit point about the text. Ex. Point to, highlight, or otherwise indicate details in the text in the story that support what the text says explicitly. **Level I AA Students will:** **EERL.7.1.** Identify details in the text or pictures that provides the answer to an explicit question about a familiar text.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Identify a detail from a picture or illustration that answers a simple *what* question about a familiar text using partner-assisted scanning or eye gaze. Ex. Given a list of details from the story, identify a detail that provides the answer to a simple *who* question about a familiar text. Ex. Given a familiar text projected on an interactive whiteboard, highlight the detail that provides the answer to a simple question.
RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**EERL.7.2.** Determine the theme or central idea of a text and identify the details that relate to it.	**Level IV AA Students will:** **EERL.7.2.** Determine the relationships of the central idea to the details of a story. Ex. Given a list of details from a story, identify those that do and do not relate to the central idea. Ex. Choose a title from three options that best reflects the central idea. **Level III AA Students will:** **EERL.7.2.** Determine the theme or central idea of a text and identify the details that relate to it. Ex. Given a selection of details from a story provided in a graphic organizer, choose the central idea from provided options, and eliminate the details that do not relate to it. Ex. Given a text projected on an interactive whiteboard, identify the central idea of the text and highlight the details that relate to the central idea. **Level II AA Students will:** **EERL.7.2**. Identify the central idea of a text. Ex. Identify the central idea of a text from an array of choices.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Given a graphic organizer displaying the important elements of a story, identify the central idea. **Level I AA Students will:** **EERL.7.2.** Identify details from a text. Ex. Given a list of details (text and/or picture-based), sort them into those that relate to a familiar story and those that do not. Ex. Given an illustration from a text, point to the aspects of the illustration that reflect details from the text.
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**EERL.7.3.** Recognize the relationship of two story elements.	**Level IV AA Students will:** **EERL.7.3.** Recognize how events, settings, or other story elements influence the outcome of a story or drama. Ex. Explain how two or more events influence the outcome (e.g., In *Hatchet* by Gary Paulson, how does the plane crash and the death of the pilot affect how the boy finds his way home?). Ex. Given a list of events in a drama, identify those that had the greatest impact on the outcome. **Level III AA Students will:** **EERL.7.3.** Recognize the relationship of two story elements. Ex. Recognize how the setting changes with the events in a story. Ex. Recognize which characters are a part of which events in a drama. Ex. Given the setting (e.g., park), tell or select from choices what the character was doing in that place (e.g., playing).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level II AA Students will: **EERL.7.3.** Recognize two elements of a story. Ex. Recognize the characters and the setting of a story. Ex. Recognize the events and setting of a drama. **Level I AA Students will:** **EERL.7.3.** Identify one element of a story. Ex. Point to a picture of the setting. Ex. Press a Big Mac switch whenever a certain character is mentioned in the story.
Craft and Structure. **RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	**EERL.7.4.** Use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama.	**Level IV AA Students will:** **EERL.7.4.** Demonstrate understanding of the use of rhyme and other repetitions of sounds (e.g., alliteration) in a poem or a section of a story or drama. Ex. Determine from an array of choices upcoming words or phrases based on the pattern established by the author such as in a poem by Silverstein. **Level III AA Students will:** **EERL.7.4.** Use rhyme and other repetitions of words and sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama. Ex. Use context in a passage or poem where words or passages are repeated, choose a definition of a word or phrases from choices. Ex. Given a passage from a story in which repetition is used, use the repetition of words or phrases in different contexts in the passage to determine the meaning of the passage.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level II AA Students will: **EERL.7.4.** Identify a pattern of repeated words or phrases. Ex. In a shared reading of a passage with a predictable pattern, communicate the predictable word or phrase in the story. Ex. In a shared reading of a poem with a predictable pattern, communicate the predictable word or phrase of the poem. **Level I AA Students will:** **EERL.7.4.** Identify a repeated word or phrase. Ex. Pick out repeated words in a short story. Ex. Respond with a repeated phrase at the appropriate time in a story.
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**EERL.7.5.** Determine how poetry form and structure contributes to its meaning.	**Level IV AA Students will:** **EERL.7.5.** Compare and contrast different structures used in poetry. Ex. Clap or tap the rhythm of various poems, recording the number of beats per line, and compare the different patterns. Ex. Compare the different writing patterns used in poetry, such as rhyme as opposed to prose (i.e., non-rhyming). **Level III AA Students will:** **EERL.7.5.** Determine how poetry form and structure contributes to its meaning. Ex. Given Robert Frost's "Miles to go before I sleep and miles to go before I sleep," answer, "What does it mean?" Ex. Select a rap or song with a repeated phrase and identify how that phrase contributes to the meaning of the song. Ex. Clap or tap the rhythm of a variety of poems to identify the structure.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level II AA Students will: **EERL.7.5.** Identify common structures used in a poem. Ex. Given a poem, identify that it rhymes. Ex. Given a poem that has a predictable pattern and word cards that could fit into the pattern, read and recite the poem filling in the last word with a word card. **Level I AA Students will:** **EERL.7.5.** Recite a poem using a communication device or preferred mode of communication. Ex. Use a preprogrammed AAC device to recite a stanza from a familiar poem.
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**EERL.7.6.** Identify how a character's point of view is the same or different from another character.	**Level IV AA Students will:** **EERL.7.6.** Compare points of view of the characters in literary text. Ex. In a popular chapter book, discuss the main character's point of view such as Brian's point of view in *Hatchet* and compare to another character. **Level III AA Students will:** **EERL.7.6.** Identify how a character's point of view is the same or different from another character. Ex. After reading a story (e.g., *The Time Machine* by H.G. Wells – Classic Starts), identify the difference between how the people in the community feel about their lives in the future and how Victorian Londoners feel; use a graphic organizer for word or picture cards. Ex. After acting out a short play or scenario, identify different points of view of the characters (e.g., "How does _____ feel about ____? Did _____ feel the same way?").

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level II AA Students will: **EERL.7.6.** Identify personal point of view about a story. Ex. Choose a word that represents their own reaction to a story (e.g., *Hatchet, The Time Machine, The Cay*). **Level I AA Students will:** **EERL.7.6.** Identify a character. Ex. Select the picture of the main character.
Integration of Knowledge and Ideas. **RL.7.7.** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**EERL.7.7.** Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama.	**Level IV AA Students will:** **EERL.7.7.** Compare and contrast a video version of a story, poem, or drama. Ex. Determine what is the same and what is different in a video version and text version of the same story (e.g., a movie version compared to book that tells the same story). Ex. Compare and contrast a character's point of view in a video and text version of the same story. **Level III AA Students will:** **EERL.7.7.** Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama. Ex. Compare the animated version to the text version of a story (e.g., *Balto* compared to Iditarod, Alaskan dog sled race). Ex. After reading a book and viewing a video of the same story, compare events as they happened in each (e.g., After reading *The Time Machine*, identify several key elements or events from the story. Watch the video of the same story and each time the element or event is evidenced, place the matching word or picture card in a "done" box.).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level II AA Students will: **EERL.7.7.** Express a preference for a story and video. Ex. Choose which they liked better: story or video. **Level I AA Students will:** **EERL.7.7**. Recognize the text version of a story, drama, or poem that matches the audio, video, or live version. Ex. After watching a video presentation of a familiar story, identify the book that tells the same story from choices.
RL.7.8. (Not applicable to literature)	**EERL.7.8.** N/A	
RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**EERL.7.9.** Recognize the difference between fictional characters and nonfictional characters.	**Level IV AA Students will:** **EERL.7.9.** Compare and contrast a fictional character with a historical character. Ex. Compare the fictional *Brighty of the Grand Canyon* story to real accounts of donkeys used during the gold rush era. **Level III AA Students will:** **EERL.7.9.** Recognize the difference between fictional characters and nonfictional characters. Ex. In a series of pictures related to non-fiction and fiction stories, recognize the fictional characters by placing a star on them. **Level II AA Students will:** **EERL.7.9.** Identify a character as nonfictional. Ex. After shared reading of a familiar story about a nonfictional character (e.g., George Washington), answer “Was George Washington a real person?”

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		Level I AA Students will: **EERL.7.9.** Identify a fictional character. Ex. After shared reading of a familiar story about fictional characters, point to pictures of fictional characters from the story.
Range of Reading and Level of Text Complexity **RL.7.10.** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EERL.7.10.** **This Essential Element references all elements above.	

Seventh Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EERI.7.1.** Cite text to draw inferences from informational text.	**Level IV AA Students will:** **EERI.7.1.** Cite textual evidence to determine what is inferred versus what is explicit. Ex. Explicit = It rained for three days.; Inferred = There will be flooding. **Level III AA Students will:** **EERI.7.1.** Cite text to draw inferences from informational text. Ex. Point to the text used after drawing a simple inference about a short passage (e.g., a tornado was scary). Ex. Draw a simple inference from specific text in a passage (e.g., "The sky was dark" means it might rain.). **Level II AA Students will:** **EERI.7.1.** Cite text to find one detail to support an inference. Ex. Select a quoted detail from text from choices that include only one quote from the text. Ex. Point to, highlight, or otherwise indicate a detail in the text in the story that supports an inference. **Level I AA Students will:** **EERI.7.1.** Identify a detail from a sentence or phrase in the text. Ex. Identify a detail from a picture or graphic illustration by answering "yes" or "no"; turn of the head; eye gaze. Ex. Identify a picture that is related to the text (e.g., picture of pyramids to relate to text on Ancient Egypt.).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	**EERI.7.2.** Determine two central ideas that progress throughout the text.	**Level IV AA Students will:** **EERI.7.2.** Determine at least two ideas that contribute to the central ideas of the text. Ex. Asked "What was the passage about?," paraphrases facts for each central idea identified. Ex. Asked "What in the passage said what it was about?," selects and copies or says two facts from choices about each central idea. **Level III AA Students will:** **EERI.7.2.** Determine two central ideas that progress throughout the text. Ex. Asked "What are two important things the passage tells?," answer from choices provided. Ex. Asked "What are the two most important steps in the directions?," from a list of lab safety rules, names two rules critical to safety. **Level II AA Students will:** **EERI.7.2.** Given sentences from an informational text, identify an important idea. Ex. Using pictures, illustrations, etc., identify an idea Ex. Through auditory or tactile source, identify an idea. **Level I AA Students will:** **EERI.7.2.** Identify details from a text. Ex. After shared reading of the safety steps for the science lab, identify a detail from the text (e.g., wear goggles, wear apron, not touch fire). Ex. Identify an object the passage is discussing (e.g., The student points to safety goggles after listening to the safety steps of the science lab.).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**EERI.7.3.** Identify interactions between individuals, events, or ideas in text.	**Level IV AA Students will:** **EERI.7.3.** Explain interactions between individuals, events, or ideas in text. Ex. Explain how a change in the text is caused by an individual or an event (e.g., "What happens to the fish when the water dries up?"). Ex. Explain interactions between the main character in informational text and another individual (e.g., *Harriet Tubman and another slave companion on the journey through the Underground Railroad.*). **Level III AA Students will:** **EERI.7.3.** Identify interactions between individuals, events, or ideas in text. Ex. Identify interactions between the main character in the text and another individual (e.g., "What did the boy say to the girl in the story?"). Ex. Identify interactions between individuals and events (e.g., "What did the man do when the fire started?"). **Level II AA Students will:** **EERI.7.3**. Identify one interaction between events from the passage. Ex. Using pictures, illustrations, etc., identify an interaction between two events in a passage (e.g., a glass was broken and someone was cut). Ex. Through an auditory or tactile source, identify an interaction between two ideas in a passage (e.g., packing for a trip to the arctic and items to put in a backpack). **Level I AA Students will:** **EERI.7.3.** Identify a detail about an individual or event. Ex. Identify a detail from a picture or graphic about a characteristic of a person of interest (e.g., tall/short, large/small) by answering "yes" or "no", turn of the head, eye gaze, etc.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Identify an event from a text by answering “yes” or “no”, turning head, eye gaze, switch, etc. (e.g., “Was there a storm?”).
Craft and Structure. **RI.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	**EERI.7.4.** Determine the meaning of words and phrases as they are used in an informational text.	**Level IV AA Students will:** **EERI.7.4.** Determine phrases that impact meaning of the text. Ex. While reading an informational passage, use context to determine the meaning of words and phrases. Ex. Give more than one meaning of a phrase from an informational text, select the one that best matches the reading passage. **Level III AA Students will:** **EERI.7.4** Determine the meaning of words and phrases as they are used in an informational text. Ex. Select a synonym from choices provided verbally in text form for an underlined word or phrase in a sentence in an informational text. Ex. Use a basic elementary dictionary and thesaurus to determine word meaning. Ex. Match the safety equipment with the direction of the appropriate use in the kitchen, science lab, agriculture lab, etc. **Level II AA Students will:** **EERI.7.4.** Match or pair word to meaning. Ex. Match or pair pictures with word when presented with pictures and words. Ex. Match an illustration of a map to the word “map” in a geography passage. **Level I AA Students will:** **EERI.7.4.** Indicate words in a text.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Identify text versus pictures in an informational text (e.g., Point to the map when asked, "Where is the map? And point to the text when asked, "Where does it tell us about the map?"). Ex. Use a picture to request a resource.
RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	**EERI.7.5.** Determine how headings, key words, and key phrases relate to the topic of a text.	**Level IV AA Students will:** **EERI.7.5.** Determine how key components of the organization of text relate to the topic. Ex. Identify bolded key words, topics, and sub-topics. **Level III AA Students will:** **EERI.7.5.** Determine how headings, key words, and key phrases relate to the topic of a text. Ex. Given a how-to text, use headings to determine steps in the directions. Ex. Use sequence words to locate key information in a pre-vocational text (e.g., *first*, *next*, *then*, and *last*). **Level II AA Students will:** **EERI.7.5.** Determine how headings are related to the topic of a text. Ex. Asked what the passage is about, point to title. Ex. Asked what the part of the passage is about, point to heading. **Level I AA Students will:** **EERI.7.5.** Identify the title of a passage. Ex. After shared reading of an informational text before and after which the teacher states the title of the text, use a communication device or preferred mode of communication to repeat the title. Ex. Use a preprogrammed AAC device to request an informational text by its title.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**EERI.7.6.** Determine author's point of view and compare to own point of view	**Level IV AA Students will:** **EERI.7.6.** Respond to the author's purpose or point of view with own point of view. Ex. What was the author trying to convey and what do you think about that? **Level III AA Students will:** **EERI.7.6.** Determine author's point of view and compare to own point of view. Ex. Read or listen to a passage and answer a question about the author's point of view (e.g., "Why does the author think you should know about water safety? What do you think about that?"). Ex. Why did the author write the book? **Level II AA Students will:** **EERI.7.6.** Identify an author's thoughts and feelings. Ex. After shared reading of an informational text, answer questions about the thoughts the author shared (e.g., When the teacher asks, "What does the author think about water?," the students answer, "Drink clean water."). Ex. After shared reading of an informational text, answer questions about the feelings the author shared (e.g., When the teacher asks, "How did the author feel about fire?," the students answer, "sad", "scared", etc.). **Level I AA Students will:** **EERI.7.6.** Identify a thought of the author. Ex. After shared reading of an informational text, sort a list (text and/or picture-based) into things that were in the text and those that were not (e.g., In text - *The bird wants to go home,* versus not in text - *The boy*

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		wants cake.). Ex. After shared reading of an informational text when the group discusses what they heard, hit a switch when someone says something that was in the text.
Integration of Knowledge and Ideas. **RI.7.7.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	**EERI.7.7.** Compare the experience of reading a text to listening or watching a video of the same text.	**Level IV AA Students will:** **EERI.7.7.** Compare and contrast the experience of reading a text to listening or watching a video of the same text. Ex. Listen to a passage, read a passage, and watch a video of the same passage, and then talk about or list the things they saw as different and the same. Ex. Determine what is the same and what is different in a video version and story about the same historical events (e.g., Disney version of the story of Pocahontas compared to a text about Pocahontas). **Level III AA Students will:** **EERI.7.7.** Compare the experience of reading a text to listening or watching a video of the same text. Ex. After listening to a passage or watching a video of the passage and then reading the passage, choose pictures that relate to the feelings gotten from each one. Ex. After watching a newscast about a current event and shared reading of a news report on the same event, select words from choices to compare reactions to the video and to the text. **Level II AA Students will:** **EERI.7.7.** Identify an idea from a text or video. Ex. Select a word that identifies something heard or read in an informational text.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Ex. Select a picture from an informational video that identifies an idea from the video. **Level I AA Students will:** **EERI.7.7**. Recognize the text version of an event that matches the audio, video, or live version. Ex. After watching an audio or video version of an event, identify the text version that tells about the same event given a related and unrelated text containing illustrations.
RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	**EERI.7.8.** Delineate the specific claims for text.	**Level IV AA Students will:** **EERI.7.8.** Analyze text to support claims and judge the conclusions. Ex. List evidence to support the claims in an informational text, "Would you agree with this author?" Ex. List evidence cited by the advertiser to support claims from a commercial or print ad, "Would you buy this product?" **Level III AA Students will:** **EERI.7.8.** Delineate the specific claims for text. Ex. Given a list of claims, highlight the claims found in an informational text. Ex. After reading a print ad or commercial, select from a list of claims the ones found in the commercial or advertisement. **Level II AA Students will:** **EERI.7.8.** Identify a claim from text. Ex. Point to a claim in a print ad (e.g., point to the picture of a smiling customer in a print advertisement.) Ex. Repeat a claim from a commercial, (e.g., "mmm, mmm, good . . . .").

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERI.7.8.** Respond to an advertisement. Ex. Smile in response to an ad for a product they like. Ex. Nod in response when asked, "Did they say the cereal tastes good?"
RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**EERI.7.9.** Compare information provided by authors of two different texts on the same topic.	**Level IV AA Students will:** **EERI.7.9.** Compare and contrast key information provided by authors of two different texts on the same topic. Ex. Given information about their state from two different authors, answer "What is the same?" and "What is different?" Ex. Given two brief descriptions of an historical event, select a statement from choices about what was different between the two accounts. **Level III AA Students will:** **EERI.7.9.** Compare information provided by authors of two different texts on the same topic. Ex. Given information about Africa from two different authors, answer "What is the same?" Ex. Given two brief descriptions of a historical event and asked specific questions about one event, "Did both say the same thing about that?" **Level II AA Students will:** **EERI.7.9.** Identify a key piece of information provided by authors of two different texts on same subject. Ex. After shared reading of two informational texts on the same topic, select from choices one fact that was the same in both. **Level I AA Students will:** **EERI.7.9.** Identify a detail provided by the authors.

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		Ex. After shared reading of an informational text, indicate whether the detail was provided in the passage when stated by the teacher. Ex. During shared reading of an informational text, use a switch, a nod, or answer “yes” or “no” when the teacher asks, “Did the author say . . . ?”
Range of Reading and Level of Text Complexity. **RI.7.10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EERI.7.10.** **This Essential Element references all elements above.	

Seventh Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Text Types and Purposes. **W.7.1.** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	**EEW.7.1.a-b**. Write a claim and support it with reasons or other relevant evidence.	**Level IV AA Students will:** **EEW.7.1.a-b.** Write a claim and support it with multiple reasons or other relevant evidence. Ex. Write a claim (e.g., *Saturdays are best.*) and support it with multiple reasons (e.g., *I get to sleep late. I watch TV. I stay home.*). Ex. Write a claim (e.g., *I like pizza.*) and support it with multiple statements of relevant evidence (e.g., *I buy it at lunch. I eat it all.*). **Level III AA Students will:** **EEW.7.1.a-b.** Write a claim and support it with one reason or other relevant evidence. Ex. Write a claim (e.g., *Saturdays are best.*) and support it with a reason (e.g., *I get to sleep late.*) Ex. Write a claim (e.g., *I like pizza.*) and support it with relevant evidence (e.g., *I eat it all.*). **Level II AA Students will:** **EEW.7.1.a-b.** With guidance and support, write a claim and support it with one reason. Ex. Write a claim with guidance (e.g., The student tells a peer "ice cream every day" and the peer supports the student in writing the claim by stretching out the sounds in words so the student can type letters in word prediction software and select the appropriate word from the list.). Ex. After a discussion of student interests and school rules, complete a repeated sentence frame to write a claim by writing the appropriate word in the blank (e.g., *We need <claim> because <supportive reason>. We need recess because fun. We need gum because good. We need talk because friends.*). After each statement, the teacher leads group in

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		identifying claim and discussion of reason. Ex. Using a writing template created by the teacher in a talking word processor, fill in a blank to write a claim and to complete more sentences to support the claim (e.g., The student completes the sentence, *I think we need more* ***computers***. And then the student completes more sentences working with the teacher, *We need more* ***computers*** *because we don't have enough. We have six students. We only have* ***two computers.***). **Level I AA Students will:** **EEW.7.1.a-b.** Select a claim. Ex. When signing in each morning, select a claim about the day choosing among claims (e.g., *I will have a good day, I will have a quiet day,* or *I will word hard today*). Ex. During shared reading, select a claim about the book (e.g., *This story isn't true,* or *I know something about this,* or *I heard this before*). Ex. After the teacher leads a discussion about whether crackers or pretzels taste better and why, complete a template with teacher guidance using words generated in discussion after snack time (e.g., "Crackers/pretzels taste better because [salty, crunchy, buttery, softer, harder].").
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	**EEW.7.1.c.** N/A	
d. Establish and maintain a formal style.	**EEW.7.1.d.** N/A	

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
e. Provide a concluding statement or section that follows from and supports the argument presented.	**EEW.7.1.e.** N/A	
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and	**EEW.7.2.a-b.** Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.	**Level IV AA Students will:** **EEW.7.2.a-b.** Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write a statement about the topic. Then, write sentences with two or more facts or concrete details to accompany selected graphics and multimedia elements. Ex. Following a staged crime, write what the crime is and what they saw and heard and include Internet images to convey similar actions. **Level III AA Students will:** **EEW.7.2.a-b.** Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write on an assigned topic related to an informational text read by the class and include facts about the topic with accompanying illustrations (e.g., When asked to write about the river, the student writes a statement about the topic, identifies pictures of the river to include, and writes one or more related facts.). Ex. Write about the details that were the same in a story read by the class and video of the same story (e.g., When asked to read and view the video about *Balto*, write about details from the story and the video.).

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multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		**Level II AA Students will:** **EEW.7.2.a-b.** Write to convey ideas and information. Ex. Write on an assigned topic (e.g., When asked to write about the river, the student writes, *River is fast.*). Ex. Work with peers to write a report on a science topic (e.g., The student writes about climate and the kinds of clothing we wear in different weather.) and gather relevant photos and videos from the Internet to include in and link to the report. **Level I AA Students will:** **EEW.7.2.a-b.** Communicate ideas and information contributing to a text. Ex. Point to symbols on a communication device to communicate ideas about an upcoming event (e.g., "I go") which the teacher types in a talking word processor as the student observes and listens. Ex. Point to symbols on a communication device to communicate information about transportation after school (e.g., "Mom drives") and select from an online array of relevant photos, which the teacher adds to an online presentation site where the student can independently read, listen, and observe the text created.
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	**EEW.7.2.c.** N/A	
d. Use precise language and domain-specific vocabulary to inform	**EEW.7.2.d.** Use domain-specific vocabulary when writing about a topic.	**Level IV AA Students will:** **EEW.7.2.d.** Use wide range of domain-specific vocabulary when writing about a topic.

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about or explain the topic.		Ex. During a unit on rivers, when writing about the river, appropriately use a wide array of words like *current*, *hydro-electric*, *erosion*, *basin*, *tributary*, and *habitat* by referring to the glossary of the text. Ex. During a unit on rivers, when writing about rivers, explain its features accurately and provide appropriate examples by using an online graphic dictionary. **Level III AA Students will:** **EEW.7.2.d.** Use domain-specific vocabulary when writing about a topic. Ex. When writing about the river, use words like *current* and *habitat* appropriately with word prediction software with an incorporated topic dictionary. Ex. With support, compose a multimedia dictionary of river terminology with images and video examples of each term to be used as a reference when writing. **Level II AA Students will:** **EEW.7.2.d.** With guidance and support, use domain-specific vocabulary when writing about a topic. Ex. Use a teacher-prepared word bank with domain-specific vocabulary to write about a topic. Ex. Work with peers to brainstorm domain-specific words to include in writing and use list when writing about the topic. Ex. Write with a peer using word prediction software with an incorporated topic dictionary. **Level I AA Students will:** **EEW.7.2.d.** With guidance and support, use domain-specific vocabulary when communicating about a text.

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		Ex. Working with an adult who helps the student navigate to the appropriate page on a dynamic display communication device, use the available domain-specific vocabulary to communicate about a topic which the adult then writes in a group text and reads aloud to the entire group while pointing to the words. Ex. Working with peers using a topic-specific set-up projected on an interactive whiteboard, select from the available domain-specific vocabulary to communicate with peers who write the contributions in the text and read aloud to the group.
e. Establish and maintain a formal style.	**EEW.7.2.e.** N/A	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**EEW.7.2.f.** N/A	
W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a	**EEW.7.3.** Select an event or personal experience and write about it. a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.	**Level IV AA Students will:** **EEW.7.3.a-b.** Introduce the experience or situation, multiple characters, and multiple events in sequence. Ex. Write about a personal experience (e.g., *Go to movies*), writing about himself (*me*) and friends (*JT and K*), and including multiple events *(Go in car. By popcn* [popcorn]. *sit fnt* [front]). Ex. After reading and discussing a non-fiction text, write a summary about an event (e.g., *Boston Tea Party*), the situation (*tea tax*), the actors (*colonists*), the actions (*got on ships, threw tea in harbor*).

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narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		**Level III AA Students will:** **EEW.7.3.a-b.** Introduce the experience or situation, at least one character, and two or more events in sequence. Ex. Write about a personal experience (e.g., *make bns* [brownies]) writing about himself (*me*) and mom (*mom*), and including two events (*cook. eat.*). Ex. After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., *Boston Tea Party*), the situation (*tea tax*), the actors (*colonists*), the actions (*got on ships, threw tea in harbor*). **Level II AA Students will:** **EEW.7.3.a-b.** With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence. Ex. With guidance and support from a teacher who guides the student through each step of writing, write about going to the grocery store (*siping* [shopping]). Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about <event>. The colonists <did what two things> because <what were they mad about>.). **Level I AA Students will:** **EEW.7.3.a-b.** With guidance and support, communicate about a personal experience. Ex. With the support of an adult who gets the student's remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs and gestures to say, "me go" which the adult

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		writes on a sticky note and reads aloud and sticks on the page in the book. Ex. Using switches or symbols, select a word about something they like to do (e.g., go to movies, watch TV, play games) which the adult adds to a group chart of likes and dislikes and reads aloud to the group. Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (*Go farm. Happy.*), which the teacher will write below the photo and read aloud as the student observes.
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**EEW.7.3.c.** N/A	
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**EEW.7.3.d.** N/A	
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**EEW.7.3.e.** N/A	

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Production and Distribution of Writing. **W.7.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EEW.7.4.** Produce writing that is appropriate for the task, purpose, or audience.	**Level IV AA Students will:** **EEW.7.4.** Produce writing that is appropriate to the task, purpose, and audience. Ex. Write a note of apology. Ex. Write an assigned topic, providing supporting information as required by the assignment. Ex. Write a short research report stating the topic and providing supporting information as required by the assignment. Ex. Write a poem that has the desired language structure and content. **Level III AA Students will:** **EEW.7.4.** Produce writing that is appropriate to the task, purpose, or audience. Ex. Write the schedule for the day. Ex. Write an e-mail to Mom and Dad about something needed for school. Ex. Following the reading of a text with predictable structure and content (e.g., *Yo Yes*), create new text following the structure and content (e.g., *Play ball? Okay.*). **Level II AA Students will:** **EEW.7.4.** With guidance and support, produce writing that is appropriate to the task, purpose, or audience. Ex. Use a letter-writing rubric or set of criteria to write a thank you note. Ex. Use a ready-made set-up in multimedia software to write a short research report filling in the topic and two facts related to it. **Level I AA Students will:** **EEW.7.4.** With guidance and support, produce writing for a variety of purposes.

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		Ex. With guidance and support, write to sign name. Ex. With guidance and support, write to make a request. Ex. With guidance and support, write to respond. Ex. With guidance and support, use a letter-writing template to write an e-mail to an e-pal.
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**EEW.7.5.** With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.	**Level IV AA Students will:** **EEW.7.5.** With guidance and support from adults and peers, plan writing and use the editing process to revise own writing. Ex. After working with the teacher to brainstorm ideas for writing, use a personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback. Ex. After reading a science text, take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with classmates, and revise based on their feedback. **Level III AA Students will:** **EEW.7.5.** With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. Ex. After working with the teacher to brainstorm ideas for writing that are then entered in a word bank for the student to use when writing, add more information to own writing after sharing and getting suggestions from peers. Ex. After working with peers to brainstorm ideas for writing with the information in graphic organizer software, use the software to transform the organizer into an outline and add to the ideas in the outline. Ex. After reading a science text, work with a peer or teacher to take notes

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		in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback. **Level II AA Students will:** **EEW.7.5.** With guidance and support from adults and peers, plan by brainstorming to strengthen own writing. Ex. Work with the teacher to read something the students have already written and brainstorm ideas of things to add to strengthen the writing. Ex. Work with peers to brainstorm ideas for writing and put the information in graphic organizer software. Ex. Work with teacher and peers in writing groups to listen to each group member respond ("What I liked best about your writing . . . ," "One question I have is . . . ?,".and "One suggestion I have is . . . ."), and use that feedback to revise draft with teacher guidance. **Level I AA Students will:** **EEW.7.5.** With guidance and support from peers and adults, write. Ex. With guidance and support from peers, select words from a word bank for writing. Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet ("Tell me the next one.") and write desired letters ("Write that one for me.").

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W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	**EEW.7.6.** Use technology, including the Internet, to produce writing to interact and collaborate with others.	**Level IV AA Students will:** **EEW.7.6.** Use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. Ex. In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes and then share what was learned with peers. **Level III AA Students will:** **EEW.7.6.** Use technology, including the Internet, to produce writing to interact and collaborate with others. Ex. Use e-mail to interact with a pen pal. Ex. Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook. Ex. Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates. Ex. Select images from the Internet and write about the images using a talking word processor and word prediction software and share what is learned with classmates. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. Ex. In a science lesson, after visiting websites designated by the teacher (e.g., Internet Workshop), use a talking word processor to draft notes and then share what was learned with peers.

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		Level II AA Students will: **EEW.7.6.** With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others. Ex. Use a list of criteria, word prediction software, and an alternative keyboard to write an e-mail to a pen pal. Ex. Use an alternative keyboard programmed with the day's activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook. **Level I AA Students will:** **EEW.7.6.** With guidance and support, use technology to participate in group writing projects. Ex. Use voice output communication devices to interact with peers during collaborative writing projects, pointing out ideas or words they would like added to the text. Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project. Ex. Use a switch to say "I like that" (if they choose) when asked by group members what they think of pictures and text being developed by a small group. Ex. Use a camera to capture pictures that are then used in a story being developed by a small group and indicate "yes" or "no" when asked if accompanying text written by group seems on target.

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Research to Build and Present Knowledge. **W.7.7.** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**EEW.7.7.** Conduct research to answer a question based on multiple sources of information.	**Level IV AA Students will:** **EEW.7.7.** Conduct research to answer a question based on many sources of information. Ex. Conduct research using the Internet to gather information from various sources on a topic assigned by the teacher (e.g., The teacher asks students to identify the habitat and eating habits of prey and the student reads four websites to identify the information before writing the answer.). Ex. Use sticky notes to mark pages in many topical books where there is relevant information (e.g., What led to the Boston Tea Party?), and then write that information in a group research project. **Level III AA Students will:** **EEW.7.7.** Conduct research to answer a question based on multiple sources of information. Ex. Search websites bookmarked by the teacher for information to use in writing about a topic (e.g., The teacher asks students to answer the question, "How is the moon different from earth?" and the student reads the websites to identify information before writing the answer.). Ex. Use screen reading software to read two or more websites bookmarked by the teacher. While reading, capture information and use it to write an answer to a question (e.g., Where is water found on earth? *Most water in oshuns* [oceans]. *Water in lakes. Water in air. Water in people and anmals* [animals].). **Level II AA Students will:** **EEW.7.7.** Conduct research to answer a question based on one source of information. Ex. Read text to collect information that answers a question on a given topic (e.g., The teacher asks students to identify the habitat and eating

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		habits of prey and gives students a text that has the answers in it. The students read the text in order to find the answers.). Ex. Using a ready-made set-up for an interactive whiteboard created by the teacher that first presents a question, then presents a text that includes the answer, read the question and the text (using screen reading software), and then write an answer to the question using a talking word processor with word prediction software. Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., "Where is most of the water on earth?" *water in oshun* [ocean].). Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project. **Level I AA Students will:** **EEW.7.7.** Participate in group research and writing activities. Ex. Work with peers to highlight words from group research to be used to answer questions on a research topic (e.g., The student works with a group of peers to read information about water projected on an interactive whiteboard. The group takes turns highlighting words and sentences about writing. The teacher reads the highlighted information and the question, "Where is most of the water on earth?" The student answers by touching highlighted words, using a single message voice output device, signing or saying "oceans."). Ex. During a shared reading/writing lesson, use a single message voice output device to say, "Write that down," when the teacher reads information that is important and listen and observe as the teacher reads it aloud and points to the words.

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W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**EEW.7.8.** Select quotes from multiple print or digital sources that provides important information about a topic.	**Level IV AA Students will:** **EEW.7.8.** Select quotes from multiple print or digital sources that state conclusions about a topic. Ex. Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes that state conclusions about the topic and write notes on the information they provide. Ex. Given a collection of books, search for quotes that state conclusions on an assigned topic and write notes on the information they provide. **Level III AA Students will:** **EEW.7.8.** Select quotes from multiple print or digital sources that provides important information about a topic. Ex. Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes about the topic and write notes on the information they provide. Ex. Given a collection of books, search for quotes on an assigned topic, and write notes on the information they provide. **Level II AA Students will:** **EEW.7.8.** Select quotes from print or digital sources that provide information about a topic. Ex. Given a passage projected on an interactive whiteboard, highlight portions that provide information about the topic and with teacher guidance and support, write notes on information they provide. Ex. Given a book, mark informative quotes with sticky notes, and with teacher guidance and support, write notes on information they provide. Ex. Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean.

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		Level I AA Students will: **EEW.7.8.** With guidance and support during shared reading, identify when information about a topic is read. Ex. Use a single message voice output device during shared reading to say, "That sounds good." The teacher attributes meaning by connecting to information on the page. Ex. During shared reading, given a list of words (some of which are included in the text), identify those that are relevant and what information they provide.
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	**EEW.7.9.** Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 7 Reading Standards* to literature (e.g., "Recognize the difference between fictional characters and nonfictional characters.").	**Level IV AA Students will:** **EEW.7.9.a.** N/A **Level III AA Students will:** **EEW.7.9.a.** Apply *Essential Elements of Grade 7 Reading Standards* to literature (e.g., "Recognize the difference between fictional characters and nonfictional characters."). Ex. After reading a book and identifying which characters are fictional, use the information in the book to make a list of the characteristics of the characters. Ex. After reading a story and seeing a video of the same story, write to compare the two. Ex. After reading a story and a topically related history text, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters in a fictional text and people in a topically related nonfiction text and what is the same. **Level II AA Students will:** **EEW.7.9.a.** With guidance and support from adults and peers, apply

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		Essential Elements of Grade 7 Reading Standards to literature (e.g., "Recognize the difference between fictional characters and nonfictional characters."). Ex. After the teacher reads a book with a small group to identify whether the characters in a story are real or fictional, work with the group to use the information in writing about the characters. Ex. Write words or phrases from a list to identify what is the same between characters in a fictional text and people in a topically related nonfiction text. Ex. After reading a story and a topically related history text, with teacher guidance and support, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters in a fictional text and people in a topically related nonfiction text and what is the same. **Level I AA Students will:** **EEW.7.9.a.** With guidance and support from adults and peers, participate in group writing projects about information gathered from literary or informational text. Ex. During a shared reading/writing lesson, use a single message voice output device to say, "Write that down," when the teacher reads a detail or idea that is important. Ex. During shared reading of text projected on an interactive whiteboard, indicate with "yes" or "no" whether they think the highlighted text chosen by peers is important and listen as peers defend choice in text.
b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the	**EEW.7.9.b.** Apply *Essential Elements of Grade 7 Reading Standards* to informational text (e.g.,	**Level IV AA Students will:** **EEW.7.9.b.** N/A

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argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	"Delineate the specific claims in a text.").	**Level III AA Students will:** **EEW.7.9.b.** Apply *Essential Elements of Grade 7 Reading Standards* to informational text (e.g., "Delineate the specific claims in a text."). Ex. After highlighting the claims from a list that were found in an informational text, write about the best claim and what makes it best. Ex. After reading a print ad or commercial and selecting from a list of claims the ones found in the commercial or advertisement, write the claims selected and what makes them exaggerated. **Level II AA Students will:** **EEW.7.9.b.** With guidance and support, apply *Essential Elements of Grade 7 Reading Standards* to informational text (e.g., "Delineate the specific claims in a text."). Ex. After identifying a claim in a print ad, write the claim and, with teacher guidance and support, explain how it is exaggerated. Ex. After reading an article about plastic surgery in a popular magazine, and participating in a teacher-led discussion about what claims might lead someone to choose such a procedure, use word prediction software to write about the claims. **Level I AA Students will:** **EEW.7.9.b.** With guidance and support, participate in shared writing activities that build on shared reading activities. Ex. During a shared reading/writing lesson, use a single message voice output device to say, "Write that down," when the teacher reads a claim from an advertisement.

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Range of Writing. **W.7.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**EEW.7.10.** Write routinely for a variety of tasks, purposes, and audiences.	**Level IV AA Students will:** **EEW.7.10.** N/A **Level III AA Students will:** **EEW.7.10.** Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook. Ex. Send an e-mail to a friend. Ex. Write labels to go with a display for a group research project. **Level II AA Students will:** **EEW.7.10.** With guidance and support, write routinely for a variety of tasks, purposes, and audiences. Ex. Using a preprogrammed word bank and additional full alphabet access on the computer, write a note to include in the home-school notebook. Ex. Using a rubric or set of criteria and word prediction software to type and send an e-mail to a friend. Ex. With guidance and support, write labels to go with a display for a group research project. Ex. Using a keyboard, adapted as needed, with full access to the alphabet and some key vocabulary from the discipline-specific tasks, write an e-mail about that day's instruction for an absent classmate. **Level I AA Students will:** **EEW.7.10.** With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, use the device to make comments during shared reading which are added to a written summary of the text. Ex. Using a multiple message voice output device and given modeling from

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		an adult communication partner, communicate feelings which are written by the teacher into a *Feelings* book. Ex. Using partner-assisted scanning and a photo of a recent instructional activity, select letters which the partner writes down and rereads aloud (letters and/or words).

Seventh Grade English Language Arts Standards: Speaking and Listening

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Comprehension and Collaboration. **SL.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**EESL.7.1.** Engage in a range of collaborative discussions. a. Come to discussions prepared to share information.	**Level IV AA Students will:** **EESL.7.1.a.** Come to discussions with self-created materials or supports to use in sharing information. Ex. Program information into a multiple message voice output device for use in discussion and opens page with messages as discussion begins. Ex. Prepare note cards with pictures and words to use during a discussion. **Level III AA Students will:** **EESL.7.1.a.** Come to discussions prepared to share information. Ex. Practice preprogrammed messages in a multiple message voice output device for use in discussion. Ex. Preview a discussion study guide prior to the discussion. **Level II AA Students will:** **EESL.7.1.a.** Prepare for discussions. Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about . . . .). Ex. Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion. **Level I AA Students will:** **EESL.7.1.a.** Participate in discussions. Ex. Respond to others when addressed. Ex. Comment to others during a group discussion.
b. Follow rules for collegial discussions, track progress toward	**EESL.7.1.b.** With guidance and support from adults and peers, follow simple,	**Level IV AA Students will:** **EESL.7.1.b.** N/A

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specific goals and deadlines, and define individual roles as needed.	agreed-upon rules for discussions and carry out assigned roles.	**Level III AA Students will:** **EESL.7.1.b.** With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. Ex. After being assigned a role for a literature circle discussion, fulfill the role with support from peers in the group. Ex. Given an object to help the group insure that only one student is talking at a time, listen while peers are talking and share own ideas when holding the object. **Level II AA Students will:** **EESL.7.1.b.** With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions. Ex. Use a multiple message voice output device to add comments during a discussion offered spontaneously without attention to rules. Ex. Add to the discussion when directly prompted to (e.g., "Tell us what you think."). **Level I AA Students will:** **EESL.7.1.b.** Participate in discussions with adults and peers. Ex. Respond to others when addressed. Ex. Comment to others during a group discussion.
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring	**EESL.7.1.c.** Remain on the topic of the discussion when asking or answering questions or making other contributions.	**Level IV AA Students will:** **EESL.7.1.c.** N/A **Level III AA Students will:** **EESL.7.1.c.** Remain on the topic of the discussion when asking or answering questions or making other contributions. Ex. During a discussion with peers about a text, add a comment to the

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the discussion back on topic as needed.		discussion that is on topic (e.g., "It said to ____."). Ex. During a discussion after a presentation, add a comment to the discussion about the presentation (e.g., "He said to ____."). **Level II AA Students will:** **EESL.7.1.c.** Ask and answer questions specific to the topic, text, or issue under discussion. Ex. During a discussion with peers about a text, ask specific questions about the content (e.g., "Why did she do that?") and answer questions when asked by peers (e.g., "What do you think?"). Ex. During a discussion with peers about current events, ask specific questions (e.g., "What happened to him?") and answer questions (e.g., "Have you ever been there?"). **Level I AA Students will:** **EESL.7.1.c.** Participate in discussions. Ex. Respond to others when addressed. Ex. Comment to others during a group discussion.
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	**EESL.7.1.d.** Accept when others involved in the discussion agree or disagree with own perspective.	**Level IV AA Students will:** **EESL.7.1.d.** N/A **Level III AA Students will:** **EESL.7.1.d.** Accept when others involved in the discussion agree or disagree with own perspective. Ex. After making a statement in a discussion when teacher asks, "What do you think?," if others disagree, indicate the comment was understood.

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		Level II AA Students will: **EESL.7.1.d.** Indicate agreement with others during group discussions. Ex. Using preprogrammed messages, communicate agreement with points others state. Ex. During a discussion about a science experiment in which the group participated or observed, use a multiple message voice output device to indicate agreement with a peer when he or she comments on the experiment. **Level I AA Students will:** **EESL.7.1.d**. Participate in discussions. Ex. Respond to others when addressed. Ex. Comment to others during a group discussion.
SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	**EESL.7.2.** Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study.	**Level IV AA Students will:** **EESL.7.2**. Identify how the main idea is presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study. Ex. State the main idea, purpose, or message of an informational video and explain how that representation relates to the topic being studied. **Level III AA Students will:** **EESL.7.2**. Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study. Ex. State the main idea, purpose, or message of an informational video. Ex. State the main idea of a graph showing students' preferences during free time (e.g., "Tells you what most kids like to do.").

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		Level II AA Students will: **EESL.7.2**. Identify the topic of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study. Ex. Identify the topic of a video from an array of choices. Ex. Identify the topic of several different illustrations in a science textbook. **Level I AA Students will:** **EESL.7.2**. With support, identify graphic, visual, tactual, or other information that represents a particular topic. Ex. Given an array of visual and/or tactual representations of lunch items, identify the pictures of our choices for lunch today.
SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**EESL.7.3.** Determine whether the claims made by a speaker are fact or opinion.	**Level IV AA Students will:** **EESL.7.3**. After listening to a speaker, recall the speaker's claims and determine whether they are fact or opinion. Ex. After listening to the school's morning news program, recall what was on the news and determine whether the claims were fact (e.g., The boy's soccer team won.) or opinion (e.g., The dance is going to be really fun.). Ex. After watching a short documentary, discuss the claims made by the narrator and determine whether each is fact or opinion. **Level III AA Students will:** **EESL.7.3**. Determine whether the claims made by a speaker are fact or opinion. Ex. Identify fact versus opinion using key words such as *all*, *never*, *I think*, *I believe*, *I feel* (e.g., The Earth is a planet versus I think that people should take better care of the earth.). Ex. Given a list of statements recorded while a speaker was talking, sort

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		the statement based on those that are fact and those that are opinion. Ex. After watching a short documentary, review a list of claims made by the narrator (recorded by a peer or adult) and determine whether each is fact or opinion. **Level II AA Students will:** **EESL.7.3**. Determine whether one specific claim made by a speaker is fact or opinion. Ex. Given a statement written by a peer or adult while a speaker was talking, determine if it is fact or opinion. Ex. After listening to a speaker make a single claim (e.g., "I think we have to try."), determine if the claim is fact or opinion. **Level I AA Students will:** **EESL.7.3**. Communicate own opinion about a claim made by a speaker. Ex. After listening to the school's morning news program, indicate whether the items in the news are *good* or *bad* (e.g., The teacher asks, "Is it good or bad that the boy's soccer team won?"). Ex. After watching a short documentary, indicate whether the main claim made by the narrator (e.g., "We must save the environment.") is *right* or *wrong*.
Presentation of Knowledge and Ideas. **SL.7.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with	**EESL.7.4.** Present findings including descriptions, facts, or details related to a main idea or theme.	**Level IV AA Students will:** **EESL.7.4**. Present own findings including descriptions, facts, or details related to a main idea or theme. Ex. State the main idea of one's own presentation (e.g., *Animal shelters fit their needs.*) and share specific descriptions of facts and details related to the topic. Ex. Using a multimedia presentation on an interactive whiteboard, present

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pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		the theme of the presentation (e.g., *Rocks and minerals are all around us.*), and present facts or details about them. **Level III AA Students will:** **EESL.7.4.** Present findings including descriptions, facts, or details related to a main idea or theme. Ex. After working with a group to create a presentation on *Rocks and Minerals All Around Us*, present the findings including details regarding the rocks and mineral samples that are being passed around the class. Ex. After working with an adult to create a report on a book, present the report including a clear statement of the main idea of the book and details related to the main idea. **Level II AA Students will:** **EESL.7.4.** Present findings including details related to a main idea or theme. Ex. Having worked with a group to create a presentation on *Rocks and Minerals All Around Us*, present one or two details. Ex. After reading a book and discussing the theme, present two details related to the theme. **Level I AA Students will:** **EESL.7.4.** Indicate a detail related to a selected topic. Ex. Point to a detail in a media presentation. Ex. Vocalize in response to a specific part of a media presentation.
SL.7.5. Include multimedia components and visual displays in presentations to	**EESL.7.5.** Select or create an audio recording, images, photographs, or	**Level IV AA Students will:** **EESL.7.5**. Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points and enhance the overall

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clarify claims and findings and emphasize salient points.	other visual/tactual displays to emphasize points in presentations.	presentations. Ex. Select audio recordings of different weather (e.g., light rain, thunder storm, hail, tornado) to enhance a presentation on the weather and emphasize the increasing intensity of the storm types from beginning to end. Ex. Select pictures or clipart to explain how to feed a dog. **Level III AA Students will:** **EESL.7.5**. Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations. Ex. Make a drawing to emphasize an important point in a presentation. Ex. Select an array of images from a media source to support points in a presentation. **Level II AA Students will:** **EESL.7.5**. Select items, images, or photographs to create a visual or tactual display. Ex. Select photographs for the group to use in creating a montage about the class project. Ex. Select objects from the set of objects collected by classmates to place in a visual display for curriculum night. **Level I AA Students will:** **EESL.7.5**. Select items for a visual or tactual display for the group to use in a presentation. Ex. Choose pictures to emphasize a point in the group's presentation given a choice of two or more acceptable photos. Ex. Choose tactual displays to emphasize a point in the group's presentation given a choice of two or more acceptable options.

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SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EESL.7.6.** Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.	**Level IV AA Students will:** **EESL.7.6**. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner demonstrating understanding of formal English. Ex. Communicate an event from different perspectives for different audiences (e.g., Tell about a personal experience in class and adjust the language to tell about the same event to peers.). **Level III AA Students will:** **EESL.7.6**. Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner. Ex. Provide specific details when relating an event in which they participated differently for different contexts and audiences (e.g., "He did . . . ." "I did . . . ."). Ex. Provide a complete account of an event in which they participated differently for different audiences (e.g., "First, we . . . . Next, we . . . . Then, we . . . , and . . . ."). **Level II AA Students will:** **EESL.7.6**. Participate in communication activities with a partner. Ex. Initiate communication with a partner. Ex. Respond meaningfully by gesturing, nodding, or using other devices to indicate understanding to communications from others. **Level I AA Students will:** **EESL.7.6.** Communicate with multiple communication partners. Ex. Use eye gaze to communicate with more than one communication

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		partner. Ex. Use a single message voice output device programmed with a greeting to communicate with adults and peers in hallway.

Seventh Grade English Language Arts Standards: Language

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Conventions of Standard English. **L.7.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences.	**EEL.7.1.** Demonstrate standard English grammar and usage when writing or communicating. a. Produce simple complete sentences when writing or communicating.	**Level IV AA Students will:** **EEL.7.1.a.** Produce a combination of simple and complex complete sentences when writing and communicating. Ex. Writes about personal experiences using simple sentences (e.g., *I went to the mall.*) and complex sentences (e.g., *I got a CD, a shirt, and a game.*). **Level III AA Students will:** **EEL.7.1.a.** Produce simple complete sentences when writing or communicating. Ex. Respond to questions using standard grammar. Ex. Request help using a complete simple sentence. **Level II AA Students will:** **EEL.7.1.a.** Use multiple word utterances when writing or communicating. Ex. Say, "I want that one" when asked to make a choice. **Level I AA Students will:** **EEL.7.1.a.** Respond to standard English grammar and usage when communicating. Ex. Follow simple commands delivered verbally or by gesture, sign, or other form of communication. Ex. Indicate understanding of a statement by the teacher or a peer by responding to the statement (e.g., nod in agreement, answer question).
b. Choose among simple, compound, complex, and compound-complex sentences to	**EEL.7.1.b**. N/A	

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
signal differing relationships among ideas		
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*[*sic*]	**EEL.7.1.c**. N/A	
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie; but not, He wore an old[,] green shirt.)*	**EEL.7.2.** Demonstrate understanding of conventions of standard English when writing. a. Use end punctuation when writing a sentence or question.	**Level IV AA Students will:** **EEL.7.2.a.** Use end punctuation when writing text with multiple sentences. Ex. When writing a journal entry, ends each sentence appropriately with a period. Ex. When writing about an observation in science class that includes two or more sentences and ends each with a period appropriately. Ex. When writing a short note or e-mail to a friend, include a question and two or three short sentences and correct ending punctuation. **Level III AA Students will:** **EEL.7.2.a.** Use end punctuation when writing a sentence or question. Ex. Writes a single sentence about an observation during science class and uses a period correctly at the end of the sentence. Ex. Writes a note to a friend including the question, “Will you go?” **Level II AA Students will:** **EEL.7.2.a.** Use a period to end a sentence. Ex. When participating in shared writing, reminds teacher to end the sentence with a period.

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		Level I AA Students will: **EEL.7.2.a.** Participate in shared writing of sentences. Ex. Make a choice from two items to complete a sentence during shared writing.
b. Spell correctly.	**EEL.7.2.b.** Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	**Level IV AA Students will:** **EEL.7.2.b.** Spell multi-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. **Level III AA Students will:** **EEL.7.2.b.** Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. Ex. Spell words phonetically when writing simple sentences. **Level II AA Students will:** **EEL.7.2.b.** Spell common sight words correctly. Ex. During shared writing the teacher asks that a word be spelled, spell the word (e.g., The teacher asks, "Who can help me spell *can?"* and the student replies, c-a-n.). Ex. In own writing, spell common sight words correctly (e.g., *is, the, in, at, can, on).* **Level I AA Students will:** **EEL.7.2.b.** Demonstrate awareness of letters and words. Ex. Point to letters on a bulletin board in the hallway when asked, "Where are the letters?" Ex. Point to text when asked to show me the words to read in a book.

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Knowledge of Language. **L.7.3**. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*[*sic*]	**EEL.7.3**. Use language to achieve desired meaning when writing or communicating. a. Use precise language as required to achieve desired meaning.	**Level IV AA Students will:** **EEL.7.3**. N/A **Level III AA Students will:** **EEL.7.3**. Use precise language as required to achieve desired meaning. Ex. Select language to match appropriate wants and needs. Ex. After saying, "I want some." and not getting desired item, repeats self saying, "I want some water." **Level II AA Students will:** **EEL.7.3**. Use language to communicate. Ex. Use a consistent, language-based approach to communicating a variety of communicative functions (e.g., To make a request, the student says "want more," "more <desired item>," or "Can I?"; to refuse, the student says "no way" or "stop it"; to comment, the student says, "That's cool," "I like it," or "gross."). **Level I AA Students will:** **EEL.7.3**. Acknowledge and respond to communication. Ex. Change affect appropriately in response to others' communication with them – smile, eye gaze, or some form of communication. Ex. Respond to others' communication using own form of communication (e.g., sign, communication device, single word or speech).
Vocabulary Acquisition and Use. L.7.4. Determine or clarify the meaning of unknown	**EEL.7.4.** Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. Use context to identify	**Level IV AA Students will:** **EEL.7.4.a.** Use context to determine the meaning of a new word. Ex. Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning.

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and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	which word in an array of content related words is missing from a sentence.	**Level III AA Students will:** **EEL.7.4.a.** Use context to identify which word in an array of content-related words is missing from a sentence. Ex. Complete a maze task by using context to fill in missing words. **Level II AA Students will:** **EEL.7.4.a.** Match vocabulary to meaning. Ex. Match a word to its meaning. Ex. Match a picture to a word. **Level I AA Students will:** **EEL.7.4.a.** Demonstrate an understanding of the meaning of common words. Ex. Identify an object named by an adult.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	**EEL.7.4.b.** N/A	
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation	**EEL.7.4.c.** Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	**Level IV AA Students will:** **EEL.7.4.c.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word. Ex. Use an electronic dictionary to enter an unfamiliar word encountered

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of a word or determine or clarify its precise meaning or its part of speech.		in text and check the meaning. Ex. Look up an unfamiliar word in a primary dictionary to check the meaning. **Level III AA Students will:** **EEL.7.4.c.** Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. Ex. While reading, the student points to an unfamiliar word and asks, "What's that?" Ex. Use a bulletin board created by a teacher to clarify meaning of an unfamiliar word encountered while reading. **Level II AA Students will:** **EEL.7.4.c.** Recognize a new word when encountered while reading or communicating. Ex. While reading with a teacher, point to a word indicating that it is the new word they just learned. **Level I AA Students will:** **EEL.7.4.c.** Asks for help when needed. Ex. Indicate need for help by raising hand, hitting switch, etc. Ex. Use a switch to indicate understanding when asked, "Do you understand?," or need for clarification when asked, "Do you have any questions?" Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.

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d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**EEL.7.4.d.** N/A	
L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	**EEL.7.5.** Demonstrate an understanding of word relationships. a. Demonstrate understanding of synonyms and antonyms.	**Level IV AA Students will:** **EEL.7.5. Produce synonyms and antonyms.** Ex. Create lists of synonyms and antonyms. Ex. When asked by the teacher, provide a word that is a synonym or antonym for a known word. **Level III AA Students will:** **EEL.7.5.** Demonstrate understanding of synonyms and antonyms. Ex. Given a set of words, match those that are synonyms (angry = mad; begin = start) and antonyms (near ≠ far; light ≠ dark). Ex. Given a word, match it to its synonym from two choices Ex. Given a word, match it to an antonym from two choices. **Level II AA Students will:** **EEL.7.5.**Identify common words that are opposites. Ex. Select *cold* when asked to find the opposite of *hot*. Ex. When told he can have a *small* piece, indicate a desire for a *big* piece.

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		Level I AA Students will: **EEL.7.5.** Sort words into categories. Ex. Given common words, sort them into categories (e.g., *hot* versus *cold* items, *big* versus *small* items)
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	**EEL.7.5.b.** N/A	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	**EEL.7.5.c.** N/A	
L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or	**EEL.7.6.** Use general academic and domain-specific words and phrases.	**Level IV AA Students will:** **EEL.7.6.** Acquire and use general academic and domain-specific words and phrases. Ex. Match meaning of content word or phrase to its use in a sentence (e.g., sentence strip to sentence strip). Ex. Answer questions about an informational text that uses new specific content vocabulary.

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phrase important to comprehension or expression.		**Level III AA Students will:** **EEL.7.6.** Use general academic and domain-specific words and phrases. Ex. Fill in the blank with a content word choice from options. Ex. Use assigned content word or phrase in speaking or writing such as in a one or two sentence content report. **Level II AA Students will:** **EEL.7.6.** Identify general academic and domain-specific words. Ex. Match new content words to pictures. Ex. Use graphic organizers to generalize and sort old versus new words. **Level I AA Students will:** **EEL.7.6.** Identify pictures and other symbols that represent general academic and domain-specific words. Ex. After the teacher uses photographs to teach new vocabulary to the class, point to picture when asked.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR EIGHTH GRADE

Eighth Grade English Language Arts Standards: Reading (Literature)

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Key Ideas and Details. **RL.8.1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**EERL.8.1.** Cite text to support inferences from stories and poems.	**Level IV AA Students will:** **EERL.8.1.** Cite text to support what is inferred versus what is stated explicitly in the text. Ex. Given an inference and several explicit statements, cite text that supports each. **Level III AA Students will:** **EERL.8.1.** Cite text to support inferences from stories and poems. Ex. Cite specific aspects of the text that tell what happened in a story to make the character take an action (e.g., *The boy ran away because the dog was chasing him.*). Ex. Cite specific events of the text that made a character happy (e.g., *The man was happy because he got his money back.*). Ex. Cite text that supports the theme that parents still love you no matter what you do or do not do (e.g., *He broke the glass but his mother still loves him.*). **Level II AA Students will:** **EERL.8.1.** Identify which evidence from an array of text citations support an inference. Ex. Choose from a list of three or more citations from the text, one that tells why we can infer that a character took an action. Ex. Choose from a list of three or more citations from the text, one that tells why we can infer that a character feels a particular way.

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		Level I AA Students will: **EERL.8.1.** Indicate whether an example is a citation from the text or not. Ex. Given a list of possible citations, indicate which is from the text. Ex. Indicate "yes" or "no" that a sentence or series of sentences is from the text or not.
RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	**EERL.8.2.** Provide a summary of a familiar text.	**Level IV AA Students will:** **EERL.8.2.** Provide a summary of a text. Ex. Given a story, identify how the feelings of two or more characters relate to the theme of the text. Ex. Complete a partially filled in graphic organizer by providing elements from the story that relate to the central idea that is already provided. **Level III AA Students will:** **EERL.8.2.** Provide a summary of a familiar text. Ex. Given a familiar story, identify the essential elements (e.g., characters, settings, and events) and combine those elements into a summary (e.g., Using Mark Twain's *The Adventures of Huckleberry Finn – Huck is boy. Huck says no. Huck misbehaves. Huck lives in a house. Huck can run fast.*). Ex. Use a graphic organizer to record the essential elements of a story and then use the completed organizer while telling a summary of the story. Ex. Use writing strategy software that coaches the student to record the essential elements of a story and then generate a written summary. **Level II AA Students will:** **EERL.8.2.** Identify a summary that reflects a familiar story. Ex. Given two or more summaries, select the one that best matches a familiar story.

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		Ex. Given two or more summaries of familiar stories, match each summary to correct story. **Level I AA Students will:** **EERL.8.2.** Identify parts of a familiar story. Ex. Given a list of story parts (text or symbols), identify the parts that go with a familiar story. Ex. Respond "yes" or "no" when asked if a story part read aloud goes with a familiar story.
RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	**EERL.8.3.** Identify which incidents in a story or drama lead to subsequent action.	**Level IV AA Students will:** **EERL.8.3.** Explain how incidents in a story or drama lead to subsequent incidents. Ex. After reading a book, describe an incident and explain how other incidents lead to it. Ex. After listening to or reading *The Adventures of Huckleberry Finn*, pick a conversation when Huck starts to view Big Jim differently. **Level III AA Students will:** **EERL.8.3.** Identify which incidents in a story or drama lead to subsequent action. Ex. After reading a book and discussing a critical incident in it, identify which incidents lead up to the critical incident. Ex. After the teacher projects a passage on an interactive whiteboard and highlights an incident, highlight two or more incidents that led to the incident. Ex. Use a graphic organizer to link an incident from the story with other incidents that led to it.

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		Level II AA Students will: **EERL.8.3.** Given two or more incidents from a book, identify which one led to the other. Ex. Given a cause and effect filled in on a graphic organizer, select and arrow to show the direction of the cause/effect. Ex. Given a list of incidents from the book, identify which one is caused by the others. **Level I AA Students will:** **EERL.8.3.** Sequence two or more incidents from a familiar story. Ex. After reading a story the class created about a classroom activity and given symbolic representations of two incidents, identify which came first and which came last. Ex. After reading/listening to a familiar text and given two story incidents (in text or symbol form), move them into the right order.
Craft and Structure. **RL.8.4**. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	**EERL.8.4.** Determine meanings of words and phrases in literature including figurative language.	**Level IV AA Students will:** **EERL.8.4.** Express meanings of words and phrases in literature including figurative language. Ex. Use an expression of figurative language from a text (e.g., *raining cats and dog*, *green with envy*, *big headed*) in a sentence. Ex. After reading *The Secret Life of Walter Mitty*, use the word *cur* as used in the story (e.g., mean, cowardly person) and as it is used to refer to a stray dog (e.g., mongrel dog or mutt). **Level III AA Students will:** **EERL.8.4.** Determine meanings of words and phrases in literature including figurative language. Ex. Given a text, identify the meaning of *green with envy*, *big headed*, and

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		quick as a wink. Ex. Given figurative language found in the story and shown two different illustrations – one that shows it literally (boy winking) and one that shows it figuratively (boy running), identify which illustration is what the author meant. **Level II AA Students will:** **EERL.8.4.** Identify multiple meaning words in literature. Ex. Given two pictures depicting the same word with different meanings (e.g., the *yard* of a house and a *yard* as in measurement), identify which illustration depicts what was meant in the text. Ex. Given two pictures depicting the same word with different meanings (e.g., the *bat* with which a ball is hit and a *bat* that is an animal), identify which illustration depicts what was meant in the text. **Level I AA Students will:** **EERL.8.4.** Identify meaning of words in literature. Ex. Point to a picture depicting a word that came from the text. Ex. Match words found in *The Adventures of Huckleberry Finn* (raft, river, slave man, boy, gun, steamboat) to illustrations.
RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	**EERL.8.5.** Compare and contrast the structure of two or more texts.	**Level IV AA Students will:** **EERL.8.5.** Compare and contrast the structure of two or more texts. Ex. Tell what is the same about the structure of two poems (e.g., "One poem ends in rhymes and another does not end in rhymes."). Ex. Tell what is different about the structure of two stories such as one story has dialogue (e.g., "Tells you what the boy is saying,") and the other does not (e.g., "Just tells you what the boy thinks and does.").

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		Level III AA Students will: **EERL.8.5.** Compare and contrast the structure of two texts with obviously different structures. Ex. Given a story and a poem, tell what is the same and what is different about them (e.g., "The poem is like a song and the story is like a movie."). Ex. Given a story and a drama, tell what is the same and what is different about them (e.g., "The story tells what happens and drama tells what people say."). **Level II AA Students will:** **EERL.8.5.** Identify common structures used in a familiar texts. Ex. Given a familiar story, tell one thing about the structure (e.g., "It tells about what happens."). Ex. Given a familiar poem, tell one thing about the structure (e.g., "It has words that rhyme."). Ex. Given a familiar story, activate a switch to identify a repeated phrase that is used to create a structure for the story. **Level I AA Students will:** **EERL.8.5.** After listening to a familiar text, decide if it is a story or a poem. Ex. Responds "yes" or "no" when asked, "Was that a story?" Ex. Points to story after hearing someone read a familiar story.
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony)	**EERL.8.6.** Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.	**Level IV AA Students will:** **EERL.8.6.** Compare points of view of characters in a story and the audience or reader in a text with suspense or humor. Ex. When reading a book with lots of idioms (e.g., any book in the Amelia Bedelia series), compare the point of view of the main character (Amelia) with the point of view of other characters (Amelia's employer) and the

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create such effects as suspense or humor.		reader (e.g., How is Amelia feeling as she is following directions? How do her employers feel? How are we feeling as the reader?). Ex. When reading a book with a great deal of suspense, compare the point of view of the main character with other characters in the story and the reader. **Level III AA Students will:** **EERL.8.6.** Determine a difference in the points of view of a character and the audience or reader in a text with suspense or humor. Ex. When reading a book with lots of idioms (e.g., any book in the Amelia Bedelia series), compare the point of view of the main character with the point of view of the reader (e.g., How is Amelia feeling as she is following directions and how are we feeling as the reader?). Ex. When reading a book with a great deal of suspense, compare the point of view of the main character with the point of view of the reader. **Level II AA Students will:** **EERL.8.6.** Identify the point of view of a character in a story that is humorous or suspenseful. Ex. After shared reading of a suspenseful story, identify the point of view of the main character. Ex. After shared reading of a humorous story, identify the point of view of a character. **Level I AA Students will:** **EERL.8.6.** Identify a character in a story. Ex. After shared reading of a story, select from choices the name of a character.

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		Ex. After shared reading of a story, select an illustration from the story that shows the character the story is about.
Integration of Knowledge and Ideas. **RL.8.7.** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	**EERL.8.7.** Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.	**Level IV AA Students will:** **EERL.8.7.** Compare and contrast a filmed or live production of a story or drama to the text or script. Ex. Watch a movie about the Titanic and read the book, *The Last Day on the Titanic*, then compare and contrast the two. Ex. Compare and contrast the script to the production of a play at school. **Level III AA Students will:** **EERL.8.7.** Compare and contrast a scene from a filmed or live production of a story or drama to the text or script. Ex. Compare and contrast a scene from a movie (e.g., when Mole meets Ratty in *The Wind in the Willows*) with the parallel scene in the text. Ex. Compare and contrast a scene from a movie version of *The Adventures of Tom Sawyer* with the parallel passage in a text-based version of it. **Level II AA Students will:** **EERL.8.7.** Match a scene in a filmed or live production with the parallel scene in the text version. Ex. After reading a scene from a text version of *The Wind in the Willows*, signal when the scene appears in the film version. Ex. After reading a chapter from *The Incredible Journey,* signal when the scene appears in the movie. **Level I AA Students will:** **EERL.8.7.** Match illustrations of characters in a book with the characters in a film or live production.

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		Ex. Given pictures of characters from a film production of *The Three Little Pigs*, point to the picture of the appropriate character while the teacher is reading the book. Ex. While watching a film version of *The Wind in the Willows,* point to the corresponding picture of the characters from the book as they appear in the film.
RL.8.8. (Not applicable to literature)	**EERL.8.8.** N/A	
RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	**EERL.8.9.** Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	**Level IV AA Students will:** **EERL.8.9.** Compare and contrast themes, patterns of events, or characters across one modern and one traditional story, myth, or religious work. Ex. Compare and contrast the traits of a fairy godmother in a modern tale with the characteristics of a fairy godmother in a traditional version of Cinderella. Ex. Compare and contrast the events of a myth with a common "hero journey" theme with the theme of a modern work with a true hero (e.g., firefighter, police officer, or servicemember). **Level III AA Students will:** **EERL.8.9.** Compare and contrast themes, patterns of events, or characters across two or more stories or dramas. Ex. Compare and contrast how Superman and the police both work to keep the law and help people. Ex. Compare and contrast the events in one text with the events of another. **Level II AA Students will:** **EERL.8.9.** Identify the theme, pattern of events, or characters from a story.

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		Ex. Use a graphic organizer to record the theme, pattern of events, and names of characters from a story. Ex. Given events from a story, arrange the events to identify the pattern in which they appear in the story. Ex. Identify a character that plays a certain role in the story (e.g., good guy, bad guy). **Level I AA Students will:** **EERL.8.9.** Identify a character in a story. Ex. After shared reading of a story, select from choices the name of a character. Ex. After shared reading of a story, select an illustration from the story that shows the character the story is about.
Range of Reading and Level of Text Complexity. **RL.8.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	**EERL.8.10.** **This Essential Element references all elements above.	

Eighth Grade English Language Arts Standards: Reading (Informational Text)

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Key Ideas and Details. **RI.8.1.** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**EERI.8.1.** Cite text to support inferences from informational text.	**Level IV AA Students will:** **EERI.8.1.** Cite text to support analysis and inferences from informational text. Ex. Using a geography chapter, find the text that defines the climate near the ocean, analyze the climate, and make inferences about the weather. Ex. Using pictures of islands, cities, and farmland, and text about their climates, cite text to determine the climate and make inferences about the weather. **Level III AA Students will:** **EERI.8.1.** Cite text to support inferences from informational text. Ex. Using a geography chapter with the text that defines the climate near the ocean highlighted, find information to support the inference that it is rainy near the ocean (e.g., The text says it rains more days than it is sunny.). Ex. Use a picture map to support inferences about directions (e.g., Asked, "How do we know what direction to go?," the student responds, "This way – where the arrow is pointing."). **Level II AA Students will:** **EERI.8.1.** Identify text as a key idea or evidence in a text. Ex. Choose from a list of three or more citations from the text, one that is evidence that cars are faster than a horse and buggy. Ex. Identify the representation of *rain* on a weather map as evidence that it will rain today. **Level I AA Students will:** **EERI.8.1.** Identify a type of informational text.

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		Ex. Select from two choices, the one that has phone numbers (e.g., Point to phonebook when asked, "Where do you find a number to call on the phone?"). Ex. Select from two choices, the one that provides information about the weather (e.g., Point to a weather map when presented with a weather map and a storybook and asked, "What tells you about the weather?").
RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	**EERI.8.2.** Provide a summary of a familiar informational text.	**Level IV AA Students will:** **EERI.8.2.** Provide a summary of an informational text. Ex. Given a history text, summarize the key events. Ex. Complete a partially filled in graphic organizer by providing elements from a science text that relate to the central idea that is already provided. **Level III AA Students will:** **EERI.8.2.** Provide a summary of a familiar informational text. Ex. Use a graphic organizer to record the essential information from a familiar informational text and then use the completed organizer while telling a summary of the information. Ex. Use writing strategy software that coaches the student to record the essential information and then generate a summary. **Level II AA Students will:** **EERI.8.2.** Identify a summary that reflects a familiar informational text. Ex. Given two or more summaries, select the one that best matches a familiar informational text. Ex. Given two or more summaries of historical events, match each summary to a familiar informational text.

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		Level I AA Students will: **EERI.8.2.** Identify parts of a familiar informational text. Ex. After shared reading of a familiar informational text, identify an illustration from a familiar informational text. Ex. After shared reading of a familiar informational text, respond by nodding or using a switch to identify a statement read aloud from a familiar informational text.
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**EERI.8.3.** Make connections between key individuals or events in a text.	**Level IV AA Students will:** **EERI.8.3.** Make connections and distinctions between key individuals and events in a text. Ex. Draw a timeline listing key events and make connections between them (e.g., storms and floods). Ex. After reading and discussing a historical text, make connections between key individuals given paired choices (e.g., Theodore "Teddy" Roosevelt and Franklin D. Roosevelt were President). **Level III AA Students will:** **EERI.8.3.** Make connections between key individuals or events in a text. Ex. Pick out the adult and child in an informational text and identify the connection between them (e.g., the adult takes care of the child). Ex. Put events in an informational text in order and identify the connection between them (e.g., Someone started a campfire and the trees burned.). Ex. Use a story map to outline key individuals and key events in a text. **Level II AA Students will:** **EERI.8.3.** Identify a character or event in a text and compare to another character or event. Ex. Identify a character in a newspaper article and compare to another

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		individual in the paper (i.e., sports page – football player, soccer player). Ex. Given pictures of three familiar people (e.g., cook, principal, teacher) and then read three dialogues to them, match the person who said it and where it took place (e.g., cafeteria, classroom, intercom). Ex. Given pictures of two people, one from American History (e.g., Thomas Jefferson) and one from World History (e.g., Napoleon), compare their dress and appearance. **Level I AA Students will:** **EERI.8.3.** Identify an individual or event in a text. Ex. After shared reading and discussion of an informational text, select from choices an illustration that shows an individual or event from the text (e.g., point to a picture of an animal or a boy from an informational text about caring for animals).
Craft and Structure. **RI.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	**EERI.8.4.** Determine meanings of words and phrases in informational text including figurative language.	**Level IV AA Students will:** **EERI.8.4.** Express meanings of words and phrases in informational text including figurative language. Ex. Use an expression of figurative language from an informal text (e.g., "I have a dream") to write a sentence. **Level III AA Students will:** **EERI.8.4.** Determine meanings of words and phrases in literature including figurative language. Ex. Given figurative language from a weather report and shown two different illustrations – one that shows it literally (*large amounts of rain*) and one that shows it figuratively (*raining cats and dogs*), determine which illustration is what the author meant.

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		Level II AA Students will: **EERI.8.4.** Identify the meaning of multiple meaning words as they are used in informational text. Ex. Given two pictures depicting the same word with different meanings (e.g., *park* a car and a national *park*), identify which illustration depicts what was meant in an informational text about national parks. Ex. Given two pictures depicting the same word with different meanings (e.g., a *rock* on the ground and *rock* in a rocking chair), identify which illustration depicts what was meant in a physical science text. **Level I AA Students will:** **EERI.8.4.** Identify a word from an informational text. Ex. After shared reading of a text, identify a word from it (e.g., point to an illustration of a frog in a book about frogs). Ex. After shared reading of a text about space in which illustrations were included, respond to indicate a word from the text (e.g., Select the picture of a spaceship when asked, "Was this in the text?," when presented with the picture of a spaceship, a lake, and a building.).
RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	**EERI.8.5.** Determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples).	**Level IV AA Students will:** **EERI.8.5.** Determine a topic sentence and two supporting details or example. Ex. Identify the topic sentence/main idea and two additional facts about it (e.g., The topic is Africa; there are tigers in Africa and there is not enough water.). Ex. Retell main idea of an informational passage (e.g., Many animals live in the desert; the desert is dry; there are plants).

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		Level III AA Students will: **EERI.8.5.** Determine the role of sentences in a paragraph (e.g., topic sentence, details, and examples). Ex. In the provided paragraph, identify the topic sentence and a sentence providing a supporting detail. Ex. Underline the topic sentence and a detail in a passage displayed on an interactive whiteboard. **Level II AA Students will:** **EERI.8.5.** Identify a detail. Ex. Using a paragraph projected on an interactive whiteboard, underline a detail in an article. Ex. Given two sentences, underline the sentence containing a detail from an informational passage (e.g., Sally is a girl that works in the store.). **Level I AA Students will:** **EERI.8.5.** Indicate bold print or a highlighted word. Ex. Point to a bolded print word from a sentence.
RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	**EERI.8.6.** Determine an author's purpose or point of view.	**Level IV AA Students will:** **EERI.8.6.** Determine an author's purpose and point of view and identify an opposing point of view. Ex. When presented with two texts on the same topic but from different viewpoints, identify the authors' different perspectives. **Level III AA Students will:** **EERI.8.6.** Determine an author's purpose or point of view. Ex. After reading an informational text, state the author's purpose (e.g., After reading about Africa, answer, "What is the author trying to tell

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		you?," say "About animals in Africa."). Ex. After watching a television commercial online (YouTube) or an advertisement printed in a magazine, identify the product and what the commercial wants you to do (e.g., What does the commercial say that convinces you about the product? What in the commercial makes you want to buy the product?). **Level II AA Students will:** **EERI.8.6.** Identify a resource based on its purpose. Ex. Select text about snakes from at least three different options. **Level I AA Students will:** **EERI.8.6.** Request a resource. Ex. Ask for a resource by topic or purpose, (e.g., The teacher says, "What do you want to read about?," and the student says, "tigers."). Ex. Use a preprogrammed AAC device to request an informational text by topic or purpose.
Integration of Knowledge and Ideas. **RI.8.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	**EERI.8.7.** Select medium based on the advantages and disadvantages of using print, digital text, video, or multimedia to present a topic or idea.	**Level IV AA Students will:** **EERI.8.7.** Use the best media to create a project using a media source. Ex. Use a computer to type a journal entry. Ex. Record a report on audio recording equipment. Ex. Use PowerPoint to create a presentation. **Level III AA Students will:** **EERI.8.7.** Select medium based on the advantages and disadvantages of using print, digital text, video, or multimedia to present a topic or idea. Ex. Choose a medium for listening to music (e.g., DVD player or MP3 player).

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		Ex. Choose a medium for seeing and hearing another person not in the same room (e.g., Skype) or just hearing another person not in the same room (e.g., cell phone). Ex. Choose the best medium for checking the spelling of a word (e.g., spell check or dictionary). Ex. Given three possible sources, select the one that is best for the stated use (e.g., "Which would be used to see what is on TV tonight?" Possibilities include TV guide, dictionary, or catalog). **Level II AA Students will:** **EERI.8.7.** Recognize different functions of media sources. Ex. Recognize that one types on a computer (e.g., "What can you do on a computer?"). Ex. Recognize that one can watch a movie on a TV or computer (e.g., "What can you use to watch a movie?"). **Level I AA Students will:** **EERI.8.7.** Identify media sources. Ex. Point to a TV when named. Ex. Point to a computer when named.
RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is	**EERI.8.8.** Determine whether claims in a text are fact or opinion.	**Level IV AA Students will:** **EERI.8.8.** Determine whether claims in a text are fact or opinion and identify evidence to support facts. Ex. Determine whether stated information is *true* or *false* and point to the text. Ex. State the reason something is real or fantasy (e.g., "Animals don't really talk, houses don't fly, people don't fly.").

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introduced.		**Level III AA Students will:** **EERI.8.8.** Determine whether claims in a text are fact or opinion. Ex. After two statements are read by the student or teacher, identify which is a fact versus which is an opinion using key words such as *I think*, *I believe*, *I feel* (e.g., *The water comes from rivers* versus *I think that people should take better care of the rivers.*). **Level II AA student will:** **EERI.8.8.** Identify a factual statement from a text. Ex. After reading a text with the teacher and a small group to determine which claims are fact, identify whether a statement is factual about a text (e.g., "Is the text we read about frogs catching flies with its tongue?"). Ex. After reading and discussing a book with an adult to determine the facts it states, identify a fact from choices. **Level I AA Students will:** **EERI.8.8.** Respond to a statement about a passage. Ex. After shared reading of an informational passage, repeat a word or phrase from the passage. Ex. After shared reading of an informational passage, nod to agree when the teacher repeats a statement from the passage.
RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or	**EERI.8.9.** Compare and contrast the key information in two different texts on the same topic.	**Level IV AA Students will:** **EERI.8.9.** Compare and contrast the key information in more than two different texts on the same topic. Ex. Provided a school's football schedule, school poster, and a local sports article about the team, identify key information such as the next game, teams, score, etc.

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interpretation.		**Level III AA Students will:** **EERI.8.9.** Compare and contrast the key information in two different texts on the same topic. Ex. Tell how two texts give different information on the same topic (e.g., The teacher asks, "Where can frogs live?" and the students respond, "Frogs can live in a pond. Frogs can live in trees."). Ex. Compare information from two books on the same geography topic (e.g., The teacher asks, "Both books are about the desert. What do both tell you about the desert?," and the student responds, "It is hot. It is dry."). **Level II AA Students will:** **EERI.8.9.** Identify a fact from informational text. Ex. After reading an informational text, tell whether a fact was stated in the text (e.g., "Did we learn that George Washington was the first president?"). Ex. After reading an informational text, identify from choices a fact from the text. Ex. After teacher shares informational text about cloud types, identify a picture showing cumulus clouds. **Level I AA Students will:** **EERI.8.9.** Identify a fact. Ex. After shared reading and discussion of an informational text in which the teacher repeats facts read, identify a fact that answers a simple *what* question about the text using partner-assisted scanning or eye gaze. Ex. During shared reading of informational text, use a switch, a nod, or answer "yes" or "no" when the teacher asks, "Did we read . . . ?"

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Range of Reading and Level of Text Complexity. **RI.8.10.** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	**EERI.8.10.** **This Essential Element references all elements above.	

Eighth Grade English Language Arts Standards: Writing

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Text Types and Purposes. **W.8.1.** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	**EEW.8.1.a-b.** Write an argument to support claims with one clear reason or piece of evidence.	**Level IV AA Students will:** **EEW.8.1.a-b.** Write an argument to support claims with clear reasons or evidences. Ex. Write a claim about the class election (e.g., *Joe is best)* and an argument to support the claim (e.g., *he is friend)* and two or more reasons (e.g., *he nice, smart).* Ex. Write a claim (e.g., *School uniforms are bad.*) and an argument to support it (e.g., *They are ugly.)* with two or more reasons (e.g., *Brown is ugly. White is ugly. Sweater ugly.*). Ex. Write a claim about the school rules (e.g., *No fighting at school.),* an argument to support it (e.g., *It is the rule.*), and reasons why the rule exists (e.g., *Someone hurt and mad. Not nice.).* **Level III AA Students will:** **EEW.8.1.a-b.** Write an argument to support claims with one clear reason or piece of evidence. Ex. Write a claim about the class election (e.g., *Joe is best*) and an argument to support the claim (e.g., *he is friend)* and a reason (e.g., *he is good).* Ex. Write a claim (e.g., *School uniforms are bad.*) and an argument to support it (e.g., *too hard)* with a reason (e.g., *lots of buttons*). Ex. Write a claim (e.g., *No fighting at school.),* an argument to support it (e.g., *It is the rule.*), and a reason (e.g., *someone hurt).* **Level II AA Students will:** **EEW.8.1.a-b.** With teacher guidance and support, write a claim with one clear reason or piece of evidence. Ex. Write *Joe is the best* when asked to write about the upcoming class

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		election, and after a teacher-led discussion of possible reasons, add an argument or reason to support it. Ex. Write claim when asked about a school policy (e.g., *uniforms bad*), and following a teacher-led discussion, work with a peer to add an argument or reason to support it. Ex. Write when asked about a school rule (e.g., *No fighting at school.*), and following a group brainstorming activity, add one argument or reason to support it. **Level I AA Students will:** **EEW.8.1.a-b.** With guidance and support, state agreement or disagreement with claims written by peers. Ex. After a peer writes, state agreement or disagreement (e.g., After a peer writes, *uniforms are bad*, indicate "Yes" when asked, "Do you agree? Are the uniforms bad?") and then using assistive technology, type letters or words providing a reason. Ex. After a peer writes, use a switch to agree or disagree (e.g., *Joe is best*), the student indicates "No" when asked, "Do you agree? Is Joe best for class president?"), and observe as the teacher adds the student's name to the "Joe is best" chart and reads all the names aloud. Ex. After a peer writes, indicate agreement or disagreement with a claim (e.g., A peer writes, *principal has gray hair*, signal thumbs up to indicate agreement and thumbs down to indicate disagreement).
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s),	**EEW.8.1.c.** N/A	

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counterclaims, reasons, and evidence.		
d. Establish and maintain a formal style.	**EEW.8.1.d.** N/A	
e. Provide a concluding statement or section that follows from and supports the argument presented.	**EEW.8.1.e.** N/A	
W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and	**EEW.8.2.a-b.** Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.	**Level IV AA Students will:** **EEW.8.2.a-b.** Write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write about a hobby stating what the hobby is (e.g., *I like cooking*.), writing a paragraph about favorite foods to cook with a reason (e.g., *I like make gril ches* [grilled cheese], *mac n chees* [macaroni and cheese]. *I like melt ches* [melted cheese].) and favorite desserts (e.g., *I like make* [making] *hot fuj sunda* [fudge sundaes] with *ice crem sprinkls* [cream sprinkles]. *Ice crem* [cream] *is cold and swet* [sweet].). **Level III AA Students will:** **EEW.8.2.a-b.** Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write about a hobby stating what the hobby is (e.g., *I like cooking.),* facts and details about it (e.g., *like pancake* [pancakes], *cereal, gril ches* [grilled cheese], *mac n ches* [macaroni and cheese]), and then add pictures of favorite foods on the printed document.

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multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.		Ex. Write about a topic assigned by the teacher clearly stating the topic, providing details about it, and selecting graphics from the Internet to support the final product. **Level II AA Students will:** **EEW.8.2.a-b.** With guidance and support, write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. Ex. Given a ready-made set-up in writing software with word and picture banks the teacher created about the student's hobbies, select a hobby (e.g., cooking) and then select words from the word bank (e.g., pancakes, cereal, mac n cheese [macaroni and cheese]) and use spelling (e.g., *I like to cook.)* to write about the topic. Ex. Given a ready-made set-up in writing software with word and picture banks the teacher created about a class subject, write about a topic assigned by the teacher clearly stating the topic, providing details about it, and selecting graphics from the Internet to support the final product. **Level I AA Students will:** **EEW.8.2.a-b.** With guidance and support, participate in shared writing to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed. Ex. Work with peers who have chosen the same topic and make choices of facts, details, and/or graphics to add to the writing product. Ex. Work in a group with the teacher who offers choices and models use of voice output communication devices to encourage active participation among all group members in the shared writing, adding the student's messages to the shared writing text. Ex. Point to symbols on a communication device to communicate ideas

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		about an upcoming event, “I go,” which the teacher types in a talking word processor as the student observes and listens. Ex. Point to symbols on a communication device to communicate information about transportation after school, “Mom drives,” selects from an online array of relevant photos, which the teacher adds to an online presentation site where the student can independently read, listen, and observe the text created.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	**EEW.8.2.c.** N/A	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**EEW.8.2.d.** N/A	
e. Establish and maintain a formal style.	**EEW.8.2.e.** N/A	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**EEW.8.2.f.** N/A	

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W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	**EEW.8.3.** Select an event or personal experience and write about it. a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.	**Level IV AA Students will:** **EEW.8.3.a-b.** Introduce the experience or situation, multiple characters, and multiple events in sequence. Ex. Write about a personal experience (e.g., *Go to movies),* writing about himself (*me*) and friends (*JT and K),* and including multiple events *(Go in car. By popcn* [popcorn]. *sit fnt* [front]). Ex. After reading and discussing a non-fiction text, write a summary about an event (e.g., *Boston Tea Party*), the situation (*tea tax*), the actors (*colonists*), the actions (*got on ships, threw tea in harbor*). **Level III AA Students will:** **EEW.8.3.a-b.** Introduce the experience or situation, at least one character, and two or more events in sequence. Ex. Write about a personal experience (e.g., *make bns* [brownies]), writing about himself (*me*) and mom (*mom*), and including two events (*cook. eat.*). Ex. After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., *Boston Tea Party*), the situation (*tea tax*), the actors (*colonists*), the actions (*got on ships, threw tea in harbor*). **Level II AA Students will:** **EEW.8.3.a-b.** With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence. Ex. With guidance and support from a teacher who guides the student through each step of writing, write about going to the grocery store (*siping* [shopping]). Ex. After reading and discussing a non-fiction text, identify key actors and

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		events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about <event>. The colonists <did what two things> because <what were they mad about>.). **Level I AA Students will:** **EEW.8.3.a-b.** With guidance and support, communicate about a personal experience. Ex. With the support of an adult who gets the student's remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs and gestures to say, "me go," which the adult writes on a sticky note and reads aloud and sticks on the page in the book. Ex. Using switches or symbols, select a word about something they like to do (e.g., go to movies, watch TV, play games), which the adult adds to a group chart of likes and dislikes and reads aloud to the group. Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (*Go farm. Happy.*) which the teacher will write below the photo and read aloud as the student observes.
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	**EEW.8.3.c.** N/A	

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d. Use precise words and phrases relevant descriptive details and sensory language to capture the action and convey experiences and events.	**EEW.8.3.d.** N/A	
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**EEW.8.3.e.** N/A	
Production and Distribution of Writing. **W.8.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EEW.8.4.** Produce writing that is appropriate for the task, purpose, or audience.	**Level IV AA Students will:** **EEW.8.4.** N/A **Level III AA Students will:** **EEW.8.4.** Produce writing that is appropriate for the task, purpose, or audience. Ex. Write the steps of the science experience in the group's log. Ex. Write a response to a book read in English language arts class following the rubric provided by the teacher. **Level II AA Students will:** **EEW.8.4.** With guidance and support, produce writing that is appropriate for the task, purpose, or audience. Ex. Follow a set of written criteria to write a response to a book read in English language arts class.

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		Ex. Use a set of guidelines and word prediction software to write a letter with an opening, body, and a closing. **Level I AA Students will:** **EEW.8.4.** With guidance and support, produce writing for a variety of purposes. Ex. With a switch accessible ready-made set-up on the computer, write a report about a book by making choices between 2-3 options at a time to indicate the book title (e.g., selecting the book from three pictures of book covers), state an opinion (e.g., choose from *good*, *bad*, *so-so*), and select related facts or details to add (e.g., good ending).
W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**EEW.8.5.** With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.	**Level IV AA Students will:** **EEW.8.5.** Plan by brainstorming and revise own writing by adding more information. Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down, and, after getting feedback from peers, revise by adding additional ideas. Ex. Develop outline before beginning the writing process (topic - favorite animals: outline three reasons for each favorite animal listed), and after getting a peer's feedback, revise by adding to the outline. **Level III AA Students will:** **EEW.8.5.** With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. Ex. After sharing writing with peers, work with peers to brainstorm ideas to add. Peers write all of the ideas in a list and give it to the student to use in revising and adding more information to improve the overall quality of the writing.

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		Ex. Work with peers to plan a written report of their research project. Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it. Ex. After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback. **Level II AA Students will:** **EEW.8.5.** With guidance and support from adults and peers, plan by brainstorming to strengthen own writing. Ex. Work with the teacher to brainstorm ideas of things to add to strengthen her writing. The teacher adds the ideas to a software-based graphic organizer and shows the student how the ideas can be used in writing. Ex. Work with peers to brainstorm ideas for writing and record them in own writing folders to use in future writing. Ex. Work with the teacher and peers in writing groups to listen to each group member respond ("What I liked best about your writing . . . ," "One question I have is . . . ?,".and "One suggestion I have is . . . ."), and use that feedback to revise draft with teacher guidance. **Level I AA Students will:** **EEW.8.5.** With guidance and support from peers and adults, write. Ex. With guidance and support from peers, select words from a word bank to write.

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		Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (e.g., "Tell me the next one.") and write desired letters ("Write that one for me."). Ex. Working with a peer on the computer, type a letter and the peer adds to the letter to create a word. Together, they compose a text.
W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	**EEW.8.6.** Use technology, including the Internet, to produce writing to interact and collaborate with others.	**Level IV AA Students will:** **EEW.8.6.** Use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. Ex. In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes and then share what was learned with peers. **Level III AA Students will:** **EEW.8.6.** Use technology, including the Internet, to produce writing to interact and collaborate with others. Ex. Use e-mail to interact with a pen pal. Ex. Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook. Ex. Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software,

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		convert the graphic organizer to an outline, and co-author a summary. **Level II AA Students will:** **EEW.8.6.** With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others. Ex. Use a list of criteria, word prediction software, and an alternative keyboard to write an e-mail to a pen pal. Ex. Use an alternative keyboard programmed with the day's activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook. **Level I AA Students will:** **EEW.8.6.** With guidance and support, use technology to interact and collaborate with others in shared writing activities. Ex. Use voice output communication devices to interact with peers during collaborative writing projects, pointing out ideas or words they would like added to the text. Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project. Ex. Use a camera to capture pictures that are then used in a story being developed by a small group and indicate "yes" or "no" when asked if accompanying text written by group seems on target.
Research to Build and Present Knowledge. **W.8.7.** Conduct short research projects to	**EEW.8.7.** Conduct short research projects to answer and pose questions based on one source of information.	**Level IV AA Students will:** **EEW.8.7.** Conduct short research projects to answer and pose questions based on multiple sources of information. Ex. Interact with a variety of websites using a screen reader to access the information in order to answer a question posed by the teacher and

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answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		generate two questions of his own. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they do so. **Level III AA Students will:** **EEW.8.7.** Conduct short research projects to answer and pose questions based on one source of information. Ex. Read a text posted on an interactive whiteboard, highlight the answer to a question posed by the teacher, and then use the information to write own question in response. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a website to answer questions they posed in the W column and take notes in the L column as they do so. **Level II AA Students will:** **EEW.8.7.** With guidance and support, conduct short research projects to answer questions based on one source of information. Ex. Given a question and text posted on an interactive whiteboard, research to find the answer to a question after a peer reads the question aloud and discusses it with the student before reading the text aloud to find the answer. Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., "Where is most of the water on earth?" *Water in oshun* [ocean].).

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		Level I AA Students will: **EEW.8.7.** With guidance and support, participate in shared research and writing to answer questions. Ex. Use partner-assisted scanning to answer a question during reading (e.g., The teacher tells students that they are going to listen while she reads in order to answer a question, "What did the main character do that is surprising?" and presents three choices. Then, the teacher reads to the place where the answer is, stops to reread the question and possible answers, and then gets a response from the student using partner-assisted scanning.). Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., "Where is most of the water on earth?" *Water in oshun* [ocean].).
W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**EEW.8.8.** Select quotes from multiple print or digital sources that provide important information about a topic.	**Level IV AA Students will:** **EEW.8.8.** Select quotes from multiple print or digital sources that state conclusions about a topic. Ex. Given a collection of bookmarked websites, use a screen reader to read the sites and select quotes that state conclusions about the topic and write notes on the information they provide. Ex. Given a collection of books, search for quotes that state conclusions on an assigned topic and write notes on the information they provide. **Level III AA Students will:** **EEW.8.8.** Select quotes from multiple print or digital sources that provide important information about a topic. Ex. Given a collection of articles on a social studies topic, read the articles and highlight quotes that provide important information on the topic and

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		write notes about the information they provide. Ex. Given a series of bookmarked websites, navigate to each site, copy/paste quotes that provide important information, and add notes on the information they provide. **Level II AA Students will:** **EEW.8.8.** Select quotes from print or digital sources that provide information about a topic. Ex. Highlight quotes from an informational text on a topic (e.g., *Harriet Tubman was the conductor on the underground railroad.*) and add notes on the information they provide. Ex. Use the highlighting feature on an interactive whiteboard to highlight and save quotes from a paragraph, and then write notes on information they provide. Ex. Given a book, mark informative quotes with sticky notes, and with teacher guidance and support, write notes on information they provide. Ex. Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean. **Level I AA Students will:** **EEW.8.8.** With guidance and support during shared reading, identify when information about a topic is read. Ex. Use a single message voice output communication device to say, "That's about <character's name>." each time the teacher reads something about the character in the book. The teacher attributes meaning by connecting to information on the page. Ex. During shared reading, given a list of words (some of which are relevant in the text), identify those that are connected meaningfully, and

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		with teacher guidance and support, determine from page and yes or no responses what information they provide.
W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	**EEW.8.9.** Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 8 Reading Standards* to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").	**Level IV AA Students will:** **EEW.8.9.a.** N/A **Level III AA Students will:** **EEW.8.9.a.** Apply *Essential Elements of Grade 8 Reading Standards* to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas."). Ex. After reading to compare and contrast two stories, write about the differences between the two texts. Ex. After reading to identify which incidents in a story or drama lead to subsequent incidents, write about those incidents. Ex. After reading two stories, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters and people in the two texts and what is the same, and then having converted the Venn diagram into an outline via the software, expand the notes as a comparison passage. **Level II AA Students will:** **EEW.8.9.a.** With guidance and support, apply *Essential Elements of Grade 8 Reading Standards* to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas."). Ex. After reading to compare and contrast two stories with the teacher and a small group of peers, convert the graphic organizer they created in software into a text-based outline and expand on the words to write about the ways the books are the same and different. Ex. After reading a story and a topically related history text, with teacher

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		guidance and support, complete notes in a Venn Diagram in graphic organizer software, listing what is unique to characters in a fictional text and people in a topically related nonfiction text and what is the same, and then, with teacher guidance, turning the notes into sentences comparing the two. **Level I AA Students will:** **EEW.8.9.a.** With guidance and support from adults and peers, participate in shared writing activities that apply *Essential Elements of Grade 8 Reading Standards* to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas."). Ex. Working with a teacher and a small group of peers, use a sequenced message voice output device to direct peers (e.g., *How were they the same? Did you write it?*) in asking questions to support their writing about the ways the two texts are the same and different and answer yes or no questions from the teacher about whether they agree with what the students write.
b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when	**EEW.8.9.b.** Apply *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., "Determine whether claims in a text are fact or opinion.").	**Level IV AA Students will:** **EEW.8.9.b.** Apply *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., "Determine whether claims in a text are fact or opinion and identify evidence to support facts."). Ex. Read a text to determine which claims are fact and then make a list of those facts from the text. Ex. Read a book to determine the author's point of view and then write about it including evidence from the text.

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irrelevant evidence is introduced”).		**Level III AA Students will:** **EEW.8.9.b.** Apply *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., “Determine whether claims in a text are fact or opinion.”). Ex. Read a text to determine which claims are fact and then make a list of those facts. Ex. Read a book to determine the author’s point of view and then write about it. **Level II AA Students will:** **EEW.8.9.b.** With guidance and support, apply *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., “Determine whether claims in a text are fact or opinion.”). Ex. Read a text with the teacher and a small group to determine which claims are fact and then work with the group to write a list of those facts. Ex. After reading a book with an adult to determine the author’s point of view, discuss the point of view and write about the facts from the conversation while the teacher helps the student recall the facts. **Level I AA Students will:** **EEW.8.9.b.** With guidance and support, participate in group writing activities applying *Essential Elements of Grade 8 Reading Standards* to informational text (e.g., “Determine whether claims in a text are fact or opinion.”). Ex. Use voice output communication devices to interact with peers during collaborative writing projects. Ex. Use a preprogrammed alternative keyboard and alphabet access to contribute to a small group writing project.

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Range of Writing. **W.8.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	**EEW.8.10.** Write routinely for a variety of tasks, purposes, and audiences.	**Level IV AA Students will:** **EEW.8.10.** Write routinely over extended time frames (research, reflection, and revision). **Level III AA Students will:** **EEW.8.10.** Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to the principal about an upcoming event. Ex. Write a short research report for social studies class. **Level II AA Students will:** **EEW.8.10.** With guidance and support, write routinely for a variety of tasks, purposes, and audiences. Ex. Using word prediction software on the computer and teacher feedback, write a note to the school principal about an upcoming event. Ex. Using word prediction software and a set of criteria, complete a short research report. Ex. With guidance and support, write labels to go with a display for a group research project. **Level I AA Students will:** **EEW.8.10.** With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences. Ex. After shared reading of an informational passage and repeating a word or phrase from the passage, use a multiple message voice output device and models from an adult communication partner to make comments during group writing projects which are written on a comments page and read aloud to the student by a peer. Ex. After shared reading of an informational passage and nodding to agree when the teacher repeats a statement from the passage, use a multiple

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		message voice output device with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud to the student.

Eighth Grade English Language Arts Standards: Speaking and Listening

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Comprehension and Collaboration. **SL.8.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**EESL.8.1.** Listen and communicate with a variety of partners in order to discuss issues regarding the content. a. Come to discussions prepared to share information previously studied.	**Level IV AA Students will:** **EESL.8.1.a.** Come to discussions with self-created materials or supports to use in sharing information. Ex. Program information into a multiple message voice output device for use in discussion and opens page with messages as discussion begins. Ex. Prepare note cards with pictures and words to use during a discussion. **Level III AA Students will:** **EESL.8.1.a.** Come to discussions prepared to share information. Ex. Practice preprogrammed messages in a multiple message voice output device for use in discussion. Ex. Preview a discussion study guide prior to the discussion. **Level II AA Students will:** **EESL.8.1.a.** Prepare for discussions. Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about . . . .). Ex. Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion. **Level I AA Students will:** **EESL.8.1.a.** Participate in discussions. Ex. Respond to others when addressed. Ex. Use a switch/step-by-step or symbols to make comments to others during discussions.

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b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	**EESL.8.1.b.**Follow simple rules and carry out assigned roles during discussions.	**Level IV AA Students will:** **EESL.8.1.b.** Follow simple rules and carry out roles during discussions. Ex. Lead discussion on an assigned topic by beginning the discussion and waiting for others to respond before adding more. Ex. Report on information requested by the group when the group leader requests the information and respond to follow-up questions when asked. **Level III AA Students will:** **EESL.8.1.b.** Follow simple rules and carry out assigned roles during discussions. Ex. Present facts about the content being discussed when called on. Ex. When assigned the role of clarifier, prepare questions (e.g., "Why do you think that is so?") and ask them after another speaker completes a point to seek clarifying information. Ex. When assigned the role of leader, use a preprogrammed message to begin the discussion and then keep the discussion going with other preprogrammed continuing messages. **Level II AA Students will:** **EESL.8.1.b.** With guidance and support from adults and peers, follow simple rules for discussions. Ex. Listen to others during discussion without interrupting. Ex. Given a visual cue to *wait,* wait for others to finish speaking and for the visual cue to be replaced with a cue for *your turn* before adding prepared comments. **Level I AA Students will:** **EESL.8.1.b.** With guidance and support from adults and peers, follow rules during group discussions.

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		Ex. Respond to others when addressed. Ex. Use a preprogrammed, single message voice output device to contribute a prepared comment during a group discussion.
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	**EESL.8.1.c-d.** Respond to others' questions and comments by answering questions regarding content.	**Level IV AA Students will:** **EESL.8.1.c-d.** Respond to others' questions and comments by asking and answering questions regarding content. Ex. Ask and answer questions related to a topic. Ex. Tell purpose of conversation/story. **Level III AA Students will:** **EESL.8.1.c-d.** Respond to others' questions and comments by answering questions regarding content. Ex. After attending an assembly, answer questions. Ex. During a presentation by a police officer, discuss the duties of a police officer (e.g., keep safe). **Level II AA Students will:** **EESL.8.1.c-d.** Respond to information presented by an unfamiliar person. Ex. Answer questions to complete an assigned task. Ex. Using voice, eye gaze to two or three symbols, or a multi-message communication system, respond when asked what student thought of a speaker's presentation (e.g., "I liked it," "Boring," "Funny," "Interesting"). **Level I AA Students will:** **EESL.8.1.c-d.** Respond to presentations by others. Ex. Clap when the speaker is finished. Ex. Move head to follow the speaker when he or she moves around during presentation.

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SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	**EESL.8.2.** Describe the purpose of information presented in graphical, oral, visual, or multimodal formats.	**Level IV AA Students will:** **EESL.8.2.** Relate information to its purpose as presented in graphical, oral, visual, or multimodal formats. Ex. State the purpose of an informational video (e.g., "Teach us about lions.") and relate information (e.g., "Lions not many. No place to live."). Ex. State the purpose of a graph (e.g., "Shows you what kids like to wear most.") and relate information (e.g., "Kids buy backpacks happy colors."). Ex. Use a multiple message voice output device to state the purpose of a presentation by a visitor (e.g., "Tell about work in city.") and relate information (e.g., "Know what jobs."). **Level III AA Students will:** **EESL.8.2**. Describe the purpose of information presented in graphical, oral, visual, or multimodal formats. Ex. State the purpose of an informational video (e.g., "Teach us about lions."). Ex. State the purpose of a graph (e.g., "Shows you what kids like to wear most."). Ex. Use a multiple message voice output device to state the purpose of a presentation by a visitor (e.g., "Tell about work in city."). **Level II AA Students will:** **EESL.8.2**. Identify the topic of information presented in oral, visual, or multimodal formats. Ex. State the topic of an information video (e.g., "lions"). Ex. State the topic of a graph (e.g., "things kids wear"). Ex. Use a multiple message voice output device to state the topic of a presentation by a visitor (e.g., "work").

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		Level I AA Students will: **EESL.8.2**. Identify one detail or fact from information presented in oral, visual, or multimodal formats. Ex. After watching an informational video, select from an array of choices a picture that reflects one detail or fact from the video. Ex. After viewing and discussing a graph of things students like to wear the most, select a garment from a display of garments when asked, "What did the students like to wear?"
SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	**EESL.8.3.** Determine whether claims in an oral presentation are fact or opinion.	**Level IV AA Students will:** **EESL.8.3.** Determines which claims in an oral presentation are fact and which are opinion. Ex. After listening to an oral presentation and being provided with a list of claims from the presentation, sort them into two groups: facts and opinions. Ex. After viewing a video of an oral presentation once, watch again and when the teacher stops the video after each claim, determine if the claim is fact or opinion. **Level III AA Students will:** **EESL.8.3.** Determine whether claims in an oral presentation are fact or opinion. Ex. Restate a claim made by the presenter and tell if it is true or not (e.g., "He said frogs catch flies with their tongues. Fact! My frog eats flies."). Ex. After listening to an oral presentation and being presented with two claims from the presentation, indicate which is fact and which is opinion.

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		Level II AA Students will: **EESL.8.3.** Determine whether a single claim made by a speaker is fact or opinion. Ex. During a conversation about a book, indicate whether a peer's comment is fact or opinion (e.g., A peer says, "That was the best book ever!" When asked, the student can indicate if the statement is fact or opinion.). Ex. After morning announcements, when the teacher writes one of the statements that was made on the board (e.g., "The boys won the track meet."), indicate if the statement is fact or opinion. **Level I AA Students will:** **EESL.8.3.** State own opinion on a topic. Ex. After listening to an oral presentation, select a symbol to indicate whether it was a good or bad presentation. Ex. After listening to an oral presentation, give a thumbs-up or thumbs-down to indicate whether it was a good or bad presentation.
Presentation of Knowledge and Ideas. **SL.8.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,	**EESL.8.4.** Present findings including relevant details.	**Level IV AA Students will:** **EESL.8.4.** Present findings including relevant details to support claims. Ex. Use presentation software to present information from an inquiry project including general findings (e.g., Siberian tigers are the largest animals in the cat family.) and specific details (e.g., They weigh up to 1,000 lbs. and grow as long as 13 ft.). Ex. Present findings from a science experiment (e.g., Hot things make cold things warm.) including details (e.g., The hot brick stayed hot and the cold pack got warm.).

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adequate volume, and clear pronunciation.		**Level III AA Students will**: **EESL.8.4**. Present findings including relevant details. Ex. Present findings from a science experiment (e.g., The cold pack got warm.) including details (e.g., The hot brick stayed hot.). Ex. After reading a book to learn about an assigned topic, present information from the book including relevant details. **Level II AA Students will:** **EESL.8.4.** Present findings. Ex. Presents findings from a science experiment (e.g., The cold pack got warm.). Ex. Choose from several choices about the findings of an experiment (e.g., one finding and two details) and present findings. Ex. After viewing a video about an assigned topic for the purpose of learning two key ideas, present findings. **Level I AA Students will:** **EESL.8.4.** With guidance and support, present findings from a group project. Ex. Given a presentation including the findings from a group project, the student uses a switch to the advance through the slides when prompted. Ex. Use a sequenced message device to present findings from a group project one detail at a time.
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and	**EESL.8.5.** Integrate multimedia and visual information into presentations.	**Level IV AA Students will:** **EESL.8.5.** Create a presentation with multimedia and visual information integrated throughout. Ex. After reading and viewing information about a topic, create a presentation that includes important information integrated with pictures,

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evidence, and add interest.		sounds, and other multimedia elements. Ex. Create a display to present information on a topic that includes text, illustrations, pictures, and sounds. **Level III AA Students will:** **EESL.8.5.** Integrate multimedia and visual information into presentations. Ex. Given a presentation on a familiar topic, select pictures and sounds to include and select the place where they will fit in the presentation. Ex. Given the text of a presentation displayed on an interactive whiteboard and a palette of clip art images, select images and place them into the presentation. **Level II AA Students will:** **EESL.8.5.** Select visuals and other multimedia elements to include in a presentation. Ex. Given an array of pictures, select pictures to include in a presentation. Ex. Given a selection of sound clips, select the sounds to include in a presentation. **Level I AA Students will:** **EESL.8.5.** With guidance and support, select a visual or other multimedia element to include in a group presentation. Ex. Given a presentation created by a small group of peers and an array of possible visual supports identified by peers, select a visual to include in the presentation. Ex. Given a presentation created by a group of peers and two possible sound effects to include, select a sound effect.

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SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EESL.8.6.** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	**Level IV AA Students will:** **EESL.8.6.** Adapt communication to a variety of contexts and tasks using complete sentences when indicated for formal situations. Ex. When discussing questions for an interview, use telegraphic speech but compose complete sentences when actually interviewing peers (e.g., The student says, "Ask name, age, favorite singer, why" then ask the following: "Hi, can you help me with a project? I need to ask you some questions. What is your name? How old are you? Who is your favorite singer? Tell me why you think that. Thanks for your help!"). **Level III AA Students will**: **EESL.8.6.** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. Ex. During lunch, adapt from informal, telegraphic speech when communicating with peers (e.g., The student holds up the milk carton and says, "help") to complete sentences when an adult stops to ask a question (e.g., "We can go now."). Ex. During a discussion, speak in complete sentences to share prepared information and shift to informal language to respond to follow-up questions from peers. **Level II AA Students will:** **EESL.8.6.** Communicate in a variety of contexts and tasks using complete sentences when asked. Ex. After saying, "more," expand to say, "I want more" when asked. Ex. After using a multiple message voice output device to say, "bad class," expand it to say, "The class was bad." when asked to say it in a complete sentence.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EESL.8.6.** Communicate in a variety of contexts. Ex. When working with peers, eye gaze to choices offered by peers to make choices and contribute. Ex. When working with a related services provider, select a symbol from an array of options to communicate a choice of activities.

Eighth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Conventions of Standard English. **L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their functions in particular sentences.	**EEL.8.1.** Demonstrate conventions of standard English grammar when writing or communicating. a. N/A	
b. Form and use verbs in the active and passive voice.	**EEL.8.1.b.** Form and use the simple verb tenses (e.g., *I walked*, *I walk*, *I will walk*).	**Level IV AA Students will:** **EEL.8.1.b.** Form and use the simple regular and irregular verb tenses (e.g., *I eat*, *I ate*, *I am eating*). Ex. Given a model of text with multiple forms of one verb (Look at me *run*. Yesterday I *ran*. Tomorrow I will go *running*. Do you like to *run?*) The student writes own book using another verb (Look at me *eat*. Yesterday I *ate*. Tomorrow I will be *eating*. Do you like to *eat?*). **Level III AA Students will:** **EEL.8.1.b.** Form and use the simple verb tenses (e.g., *I walked*, *I walk*, *I will walk*). Ex. In reviewing the day's schedule, the student reports, "I did reading, I went to P.E., I ate snack, etc.

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		Level II AA Students will: **EEL.8.1.b.** Use past tense verbs when writing or communicating. Ex. Write captions for photos showing an activity the class did identifying the action in the photo (e.g., *saw movie*, *danced to music*, *cooked pizza*, *worked*). **Level I AA Students will:** **EEL.8.1.b.** Demonstrate understanding of common verbs. Ex. Look when asked to look. Ex. Push the cart when asked to push it.
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	**EEL.8.1.c.** N/A	
d. Recognize and correct inappropriate shifts in verb voice and mood.*[*sic*]	**EEL.8.1.d.** Use appropriate verbs to match nouns.	**Level IV AA Students will:** **EEL.8.1.d.** Shift nouns and verbs to match as appropriate. Ex. Combine two sentences that require changes to nouns and/or verbs when combined (e.g., I am going. You are going. We are going.). **Level III AA Students will:** **EEL.8.1.d.** Use appropriate verbs to match nouns. Ex. Use appropriate forms of *is* and *are* when describing self and others. **Level II AA Students will:** **EEL.8.1.d.** Combine verb + noun in writing or communication. Ex. Communicate using a noun and verb (e.g., *man go, Sally stay).*

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		Ex. Communicate a desired activity using a noun and verb (e.g., *play ball, make cake*). **Level I AA Students will:** **EEL.8.1.d.** Demonstrate understanding of common verbs. Ex. Follow verbal commands (e.g., *sit, go,* and *stay*).
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	**EEL.8.2.** Demonstrate understanding of conventions of standard English when writing. a. Use end punctuation and capitalization when writing a sentence or question.	**Level IV AA Students will:** **EEL.8.2.a.** Use end punctuation and capitalization when writing text with multiple sentences. Ex. When writing a journal entry, starts each sentence with a capital and ends each sentence appropriately with a period. Ex. Writes a short story and uses correct ending punctuation and capitalization throughout. **Level III AA Students will:** **EEL.8.2.a.** Use end punctuation and capitalization when writing a sentence or question. Ex. Writes as single sentence about an observation during science class and uses a capital letter to start and a period correctly at the end of the sentence. Ex. Writes a note to a friend including the question, “John, will you go?” Capitalizing the friend’s name, first word, and using a question mark correctly. **Level II AA Students will:** **EEL.8.2.a.** Use a period to end a sentence and capitalize the first word. Ex. When participating in shared writing, remind the teacher to start with a capital and end the sentence with a period.

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		Level I AA Students will: **EEL.8.2.a.** Participate in shared writing of sentences. Ex. Make a choice from two items to complete a sentence during shared writing.
b. Use an ellipsis to indicate an omission.	**EEL.8.2.b.** N/A	
c. Spell correctly.	**EEL.8.2.c.** Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	**Level IV AA Students will:** **EEL.8.2.c.** Spell two-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. Ex. Write a short story, use correct spelling for most words, and use complete phonetic spellings for words with two or more syllables. **Level III AA Students will:** **EEL.8.2.c.** Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns. Ex. Spell words phonetically when writing simple sentences. **Level II AA Students will:** **EEL.8.2.c.** Student spells common sight words correctly. Ex. During shared writing the teacher asks, "Who can help me spell *can?"* and the student replies, c-a-n. Ex. In own writing, student spells common sight words correctly including words like: *is*, *the*, *in*, *at*, *can*, *on*. **Level I AA Students will:** **EEL.8.2.c.** Demonstrate awareness of letters and words. Ex. Points to letters on a bulletin board in the hallway when asked, "Where are the letters?"

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		Ex. Points to text when asked to show me the words to read in a book.
Knowledge of Language. **L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	**EEL.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use to-be verbs (*am*, *are*, *is*, *was*, *were*, *be*, *become*, *became*) accurately when writing and communicating.	**Level IV AA Students will:** **EEL.8.3.a.** N/A. **Level III AA Students will:** **EEL.8.3.a.** Use to-be verbs (*am*, *are*, *is*, *was*, *were*, *be*, *become*, *became*) accurately when writing and communicating. Ex. Shift from "I am" to "we are" when talking an upcoming event. Ex. Write in journal about own feelings *I am* and those of friends *he is* or *he was*. **Level II AA Students will:** **EEL.8.3.a.** Uses *I am* and *I was* accurately when writing and communicating. Ex. Reports on emotions saying, "I am happy." Ex. Write "I was scared" when writing about a movie they watched. **Level I AA Students will:** **EEL.8.3.a.** Demonstrates understanding of common verbs. Ex. Respond when asked a question using a common verb (e.g., "Do you want to go? Are you ready?"). Ex. Point to a picture that depicts a common verb (e.g., "Show me *run.*").
Vocabulary Acquisition and Use. **L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning	**EEL.8.4.** Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. Use context to identify which word in an array	**Level IV AA Students will:** **EEL.8.4.a.** Use context to determine the meaning of a new word. Ex. Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning.

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words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	of content related words is missing from a sentence.	**Level III AA Students will:** **EEL.8.4.a.** Use context to identify which word in an array of content-related words is missing from a sentence. Ex. Complete a maze task by using context to fill in missing words. **Level II AA Students will:** **EEL.8.4.a.** Match vocabulary to meaning. Ex. Match a word to its meaning. Ex. Match a picture to word. **Level I AA Students will:** **EEL.8.4.a.** Demonstrate an understanding of the meaning of common words. Ex. Identify an object named by an adult.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	**EEL.8.4.b.** N/A	
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation	**EEL.8.4.c.** Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	**Level IV AA Students will:** **EEL.8.4.c.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word. Ex. Use an electronic dictionary to enter an unfamiliar word encountered

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
of a word or determine or clarify its precise meaning or its part of speech.		in text and check the meaning. Ex. Look up an unfamiliar word in a primary dictionary to check the meaning. Ex. Use resources to find meaning of unfamiliar words. **Level III AA Students will:** **EEL.8.4.c.** Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. Ex. While reading, the student points to an unfamiliar word and asks, "What's that?" Ex. Use a bulletin board created by a teacher to clarify meaning of an unfamiliar word encountered while reading. **Level II AA Students will:** **EEL.8.4.c.** Recognize a new word when encountered while reading or communicating. Ex. While reading with a teacher, point to a word indicating that it is the new word they just learned. **Level I AA Students will:** **EEL.8.4.c.** Asks for help when needed. Ex. Indicates need for help by raising hand, hitting switch, etc. Ex. Use a switch to indicate understanding when asked, "Do you understand?" or "Do you have any questions?" Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.

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d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**EEL.8.4.d.** N/A	
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context.	**EEL.8.5.** Demonstrate an understanding of word relationships. a. Demonstrate understanding of the use of multiple meaning words.	**Level IV AA Students will:** **EEL.8.5.a**. Uses multiple meaning words. Ex. Use words in a communication device to convey multiple meanings (e.g., uses *cool* to comment on the temperature and the shirt someone is wearing). **Level III AA Students will:** **EEL.8.5.a.** Demonstrate understanding of the use of multiple meaning words. Ex. Given an array of choices, point to a second meaning of a word when the first meaning is provided (e.g., *draw* the curtains). Ex. Describe meaning of sentences that use multiple meaning words in two ways (e.g., I had a *fit* when my shoes didn't *fit*.). **Level II AA Students will:** **EEL.8.5.a.** Demonstrate understanding of common idioms that include multiple meaning words. Ex. Given an array of choices, demonstrate the literal meaning of common idioms such as *we're cool* or *you bet.*

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EEL.8.5.a.** Respond to a common idiom used by a peer. Ex. Smile when a peer or teacher says, "We're cool" to indicate a positive reaction.
b. Use the relationship between particular words to better understand each of the words.	**EEL.8.5.b**. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).	**Level IV AA Students will:** **EEL.8.5.b**. Use compound and complex words when writing and communicating. Ex. Write a response to a reading selection that includes some compound or complex words. **Level III AA Students will:** **EEL.8.5.b.** Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). Ex. Identify a picture that depicts the meaning of a compound or complex word. **Level II AA Students will:** **EEL.8.5.b.** Use knowledge of common words to understand the meaning of compound words. Ex. Identify the common word(s) that is part of a compound word. **Level I AA Students will:** **EEL.8.5.b.** Demonstrate understanding of single-syllable words that comprise compound words. Ex. Identify a picture or other symbolic representation of a bird or house. Ex. Demonstrate understanding of such words as *walk* (walkway), *run* (runway), and *hand* (handstand) using actions and gestures.

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c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).	**EEL.8.5.c**. Use descriptive words to add meaning when writing and communicating.	**Level IV AA Students will:** **EEL.8.5.c**. Use a variety of descriptive words to add meaning when writing and communicating. Ex. Uses more than one adjective when providing a description of an event. Ex. Given an array of adjectives, select several to use in adding more meaning to a writing assignment that is being revised. **Level III AA Students will:** **EEL.8.5.c.** Use descriptive words to add meaning when writing and communicating. Ex. Write simple sentences that include adjectives to describe pictures. Ex. Add a descriptive word to a sentence to enhance the meaning while completing a writing assignment. **Level II AA Students will:** **EEL.8.5.c.** With support to identify where descriptive words could be used, add them to writing and communication. Ex. After writing a simple sentence, an adult shows the student where an adjective could be inserted and the student selects the word to insert. Ex. During a shared writing activity, the teacher writes a sentence leaving a blank where an adjective could be inserted and the student selects an adjective to insert. **Level I AA Students will:** **EEL.8.5.c.** With support to identify descriptive words. Ex. Asked, “What color is this ball?,” respond “red.” Ex. Asked, “How would you describe the girl in the story? Tall or short?,” answers consistent with story.

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L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**EEL.8.6.** Acquire and use general academic and domain-specific words and phrases.	**Level IV AA Students will:** **EEL.8.6.** Acquire and use general academic and domain-specific words and phrases. Ex. Describe the elements on a map using the legend as needed. Ex. Describe steps in writing (e.g., draft, revise). **Level III AA Students will:** **EEL.8.6.** Acquire and use general academic and domain-specific words and phrases. Ex. When asked questions like, “What do you learn in science?,” respond, “magnet.” Ex. In an end-of-day writing wrap-up, list words and phrases learned during the day. **Level II AA Students will:** **EEL.8.6.** Recognize an academic and domain-specific word. Ex. Use the word calculator or ruler correctly. **Level I AA Students will:** **EEL.8.6.** Respond to an academic or domain-specific word. Ex. Use switches or symbols to respond to words from science (e.g., plant, animal). Ex. After the teacher uses objects to teach new vocabulary to the class, respond to objects from science or social studies when asked.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR NINTH-TENTH GRADE

Ninth-Tenth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RL.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EERL.9-10.1.** Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.	**Level IV AA Students will:** **EERL.9-10.1.** Cite textual evidence that demonstrates what the text says explicitly as well as inferences drawn from the text. Ex. Highlight the text to mark what it says explicitly in one color and use a second color to highlight the text that supports an inference drawn from the text. **Level III AA Students will:** **EERL.9-10.1.** Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text. Ex. After a discussion of an inference drawn from the text, determine which of several quotes selected by the teacher best support the inference while selecting other quotes that tell what the text says explicitly. **Level II AA Students will:** **EERL.9-10.1.** Determine which citations demonstrate what the text says explicitly. Ex. After the teacher reads two or three quotes from the text, identify which quote tells what the main character did to solve his problem. Ex. Given a statement of what the text says explicitly, find the citation in a teacher-selected portion of the text. **Level I AA Students will:** **EERL.9-10.1.** Identify quotes from a text. Ex. Given a choice of two quotes, decide which one comes from the text. Ex. Uses “yes” or “no” to indicate if a quote is from a text or not.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**EERL.9-10.2.** Determine the central idea of the text and select details that relate to it; recount the text.	**Level IV AA Students will:** **EERL.9-10.2.** N/A. **Level III AA Students will:** **EERL.9-10.2.** Determine the central idea of the text and select details that relate to it; recount the text. Ex. Identify the main idea of the story and identify two details related to the main idea, then recount the text. Ex. Given a text projected on the interactive whiteboard, the student will identify the best central idea statement and then highlight details that relate to it. The student will use the result to support a recounting of the projected text. **Level II AA Students will:** **EERL.9-10.2.** Distinguish between the central idea and details in a text. Ex. Sort a list of story-related details and central idea statements into the appropriate groups. Ex. Given three story elements (two details and a central idea), select the central idea. **Level I AA Students will:** **EERL.9-10.2.** Identify details from a text. Ex. Highlight details in a story projected on an interactive whiteboard. Ex. Select details that relate to a text, given a list of details.
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations)	**EERL.9-10.3.** Describe interactions between characters.	**Level IV AA Students will:** **EERL.9-10.3.** Describe how characters develop and interact with other characters. Ex. Chart interactions between characters that lead to changes in a

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		character's behavior. Ex. Describe how the main character (e.g., Winnie in *Tuck Everlasting*) develops throughout the story (e.g., *she wants freedom*, *fears death*, *accepts eternity*) and how interactions with other characters (e.g., the Tucks) impact the change. **Level III AA Students will:** **EERL.9-10.3.** Describe interactions between characters. Ex. Select a word(s) to describe how two characters interact, (e.g., Tom and Alex support one another). Ex. Select a word(s) to describe what one character did in response to another's action (e.g., "What did Tom do when Alex ran away?"). **Level II AA Students will:** **EERL.9-10.3.** Identify the things characters do when they interact. Ex. Given three choices, identify what two characters in a story do when they are together (e.g., Tom and Alex get into trouble together.). **Level I AA Students will:** **EERL.9-10.3.** Identify words that describe characters. Ex. From a choice of descriptive words, choose one that describes a character, (e.g., "Was Tom tall or short?"). Ex. Identify the gender of characters or animals in the story (e.g., "Is <character's name> a girl or a boy?").
Craft and Structure. **RL.9-10.4**. Determine the meaning of words and	**EERL.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including common	**Level IV AA Students will:** **EERL.9-10.4.** N/A.

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phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	analogies and figures of speech.	**Level III AA Students will:** **EERL.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including common figures of speech. Ex. Given a figure of speech used in a story and three choices, determine the correct meaning of the figure of speech as it is used in the text (e.g., *As old as time* is an a figure of speech meaning *really old*.). **Level II AA Students will:** **EERL.9-10.4.** Determine the meaning of words and phrases used in a text. Ex. Identify the definition of a word that matches the way it was used in the text (e.g., Select from a short list of synonyms a word that matches the meaning of a word used in the text.). Ex. Determine which illustration best reflects the meaning of a phrase as it is used in a text. **Level I AA Students will:** **EERL.9-10.4.** Identify the meaning of words used in a text. Ex. Point to a picture that depicts the meaning of a word as it was used in a story.
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery,	**EERL.9-10.5.** Determine the sequence of events in a story or drama.	**Level IV AA Students will:** **EERL.9-10.5.** Determine the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks). Ex. Given several events in a story, arrange the events in the order they actually happened as opposed to the order they were told by the author. **Level III AA Students will:** **EERL.9-10.5.** Determine the sequence of four or more events in a story or drama.

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tension, or surprise.		Ex. Given four or more events in a story, arrange the events in the correct order. Ex. Arrange sentence strips to show at least four events in correct sequence from a story. **Level II AA Students will:** **EERL.9-10.5.** Identify beginning, middle, and end of a text with a clear sequence. Ex. Given three events from a story, determine which happened in the beginning, middle, and end. Ex. Complete a graphic organizer that shows the events that happened at the beginning, middle, and end of a story. **Level I AA Students will:** **EERL.9-10.5.** Identify events from a story. Ex. Given a list of events, identify events that occurred in the story. Ex. Use a switch to confirm whether each event presented was or was not in the story as the teacher reads each event and asks, "Was this in the story?"
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	**EERL.9-10.6.** Connect the experiences of characters in a story or drama from outside of the U.S. with personal experience.	**Level IV AA Students will:** **EERL.9-10.6.** Compare and contrast the cultural experiences of characters in a story or drama from outside the U.S. with personal experience. Ex. After reading a story about a boy or girl in another county (e.g., *Crow Boy*), compare and contrast the life of the character with one's own life. **Level III AA Students will:** **EERL.9-10.6.** Connect the experiences of characters in a story or drama from outside the U.S. with personal experience.

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		Ex. Connect an experience of the character in the story from another culture to an experience of the student, (e.g., "Have you ever been to the beach? How was it like what Jesse in the story saw at the beach?"). Ex. Connect an experience of a character to a personal experience of the student. **Level II AA Students will:** **EERL.9-10.6.** Identify the experiences of a character in a story or drama from outside the U.S. Ex. With the text projected on an interactive whiteboard, highlight all of the sentences that tell about the character's experiences. Ex. Given a list of experiences, identify those that the character in the book experienced. **Level I AA Students will:** **EERL.9-10.6.** Recognize a character doing an action. Ex. Identify a character on a video, in a book, or in a magazine who is doing something familiar.
Integration of Knowledge and Ideas. **RL.9-10.7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g.,	**EERL.9-10.7.** Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).	**Level IV AA Students will:** **EERL.9-10.7.** Compare and contrast the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration). Ex. Compare and contrast the poem *The Great Figure* to the painting *The Figure 5 in Gold* that was inspired by the poem. Ex. Compare and contrast a video cartoon to a comic book containing the same story (e.g., "What is the same?" and "What is different?"). **Level III AA Students will:** **EERL.9-10.7.** Compare the representation of a subject or topic in two

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Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		different artistic mediums (e.g., poetry and illustration). Ex. Compare a video cartoon to a comic book containing the same story (e.g., "What is the same?"). Ex. Compare an illustration with the accompanying poem in *Where the Sidewalk Ends*. **Level II AA Students will:** **EERL.9-10.7.** Match poetry with illustrations that represent them. Ex. Given a selection of illustrations from *Where the Sidewalk Ends*, match them to the appropriate poems. **Level I AA Students will:** **EERL.9-10.7.** Identify an illustration that depicts the topic of a poem. Ex. Given two illustrations, identify the one that depicts the topic of a poem read aloud.
RL.9-10.8. (Not applicable to literature)	**EERL.9-10.8.** N/A	
RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	**EERL.9-10.9.** Identify when an author references one text to another text.	**Level IV AA Students will:** **EERL.9-10.9.** Determine how an author has drawn upon or included references to another text. Ex. Relate information from a previous book in a series to a later book in the same series. Ex. Relate how information from one author's text is found in another author's text. **Level III AA Students will:** **EERL.9-10.9.** Identify when an author references one text to another text.

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		Ex. Identify when information from a previous book in a series is referenced in a later book in the same series. Ex. Relate how information from one author's text is found in another author's text. **Level II AA Students will:** **EERL.9-10.9.** Identify parts of two texts that are similar. Ex. After reading two stories on similar topics, identify parts of the texts that are the same. Ex. Given two stories about the same character, identify parts of the texts that are the same. **Level I AA Students will:** **EERL.9-10.9.** Identify two books on the same topic. Ex. Given three books, two of which are about the same character with the name in the title, select the two that are about the same character. Ex. Shown three books, two of which are on the same topic (e.g., same words in both titles), select the two that are on the same topic.
Range of Reading and Level of Text Complexity. **RL.9-10.10.** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with	**EERL.9-10.10.** **This Essential Element references all elements above.	

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scaffolding as needed at the high end of the range.		

Ninth-Tenth Grade English Language Arts Standards: Reading (Informational Text)

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Key Ideas and Details. **RI.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EERI.9-10.1.** Determine which citations demonstrate what the text says explicitly as well as inferentially.	**Level IV AA Students will:** **EERI.9-10.1.** Cite textual evidence to draw inferences from the text. Ex. Use a graphic organizer such as a two-column chart with the headings, "What I Know" and "Facts". Fill in the graphic organizer by using examples from text of "Facts" (e.g., "Steps are numbered, if I do #3 before I do #2, I don't have the pieces I need.") that support an inference "What I Know" (e.g., need to do steps in order). Ex. While reading a historical text, infer what will happen next in the text using textual evidence to support the inference (e.g., *The soldiers gathered on the battlefield* supports an inference that there is going to be a fight). **Level III AA Students will:** **EERI.9-10.1.** Determine which citations demonstrate what the text says explicitly as well as inferentially. Ex. Draw an inference about an informational text (e.g., *It is important to know the weather to plan activities for the day.*) and select two facts from a weather report that support the inference (e.g., *The weather will be sunny in the morning but it will rain in the afternoon.*). Ex. After reading a narrative on a march with Martin Luther King, select an inference from choices (e.g., *The marchers did not want anyone to get hurt.*) and choose a related fact stated in the text to support the inference (e.g., *The people did not bring guns or clubs.*). **Level II AA Students will:** **EERI.9-10.1.** Determine which citations demonstrate what the text says explicitly. Ex. Underline text that tells how a task should be completed.

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		Ex. Given a statement of what the text says explicitly, find the citation in a teacher-selected portion of the text. **Level I AA Students will:** **EERI.9-10.1.** Identify words from a text. Ex. After shared reading of a familiar informational text, respond by nodding or using a switch to identify a statement read aloud as from a familiar informational text.
RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**EERI.9-10.2.** Determine the central idea of the text and select details to support it.	**Level IV AA Students will:** **EERI.9-10.2.** Determine central and key ideas throughout the text and identify details that support them. Ex. After reading an excerpt of the *I Have a Dream* speech, identify more than one key idea that Martin Luther King dreamed. Ex. After reviewing a timeline of events that occurred during WWII with the teacher pointing out the key ideas from the timeline, identify more than one key idea about the war. **Level III AA Students will:** **EERI.9-10.2.** Determine the central idea of the text and select details that support it. Ex. Given an informational pamphlet, tell what it is about based on the title and select at least two details about the topic from the contents of the pamphlet. Ex. Given an instruction sheet, determine what it is about and select at least two important instructions from the contents. **Level II AA Students will:** **EERI.9-10.2.** Retell details from the text.

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		Ex. Provide at least two details about the text. Ex. Recall basic details from directions. **Level I AA Students will:** **EERI.9-10.2.** Recognize a detail from text. Ex. Highlight a detail from a label – circle or point to the skull and crossbones. Ex. Given a sign (e.g., safety signs), point to an important detail.
RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**EERI.9-10.3.** Determine connections drawn between ideas or events in informational text.	**Level IV AA Students will:** **EERI.9-10.3.** Determine connections drawn between ideas or events to make a point in informational text. Ex. Determine the connection between an event and the event that directly preceded it (e.g., After studying Martin Luther King Jr., the students recognize that all of the marches that he led were for equal rights.). Ex. Determine the connection between an idea and what preceded it (e.g., after studying the American Revolution, students recognize that the American colonies wanted freedom from Great Britain and fought the British to get it.). **Level III AA Students will:** **EERI.9-10.3.** Determine connections drawn between ideas or events in informational text. Ex. Use graphic organizers to show relationships in an informational text, (e.g., If I run a stop sign, I will get a ticket; If a person has a stomachache, call the doctor.).

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		Ex. Use the sequence of two or more events to show how they are related to an informational text (e.g., bringing glass to the swimming pool, glass is dropped and broken, someone gets cut). **Level II AA Students will:** **EERI.9-10.3.** Recognize how ideas or events in a text are related. Ex. Identify details from informational text to make decisions (e.g., use a weather forecast to decide clothing to wear that day). Ex. Given choices, recognize the relationship between information and events that follow, (e.g., "It was raining and the girl did not have an umbrella, she got wet. What should the girl do so she does not get wet?"). **Level I AA Students will:** **EERI.9-10.3.** Identify information from text. Ex. After listening to the teacher read a short informational text (e.g., rules for the swimming pool), use a switch to confirm whether a detail was in a text as the teacher reads and asks, "Did we just read that?"). Ex. After shared reading and discussion of an informational text, select from choices an illustration from the text (e.g., point to a picture of a bottle with an X across it from rules for the swimming pool).
Craft and Structure. **RI.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the	**EERI.9-10.4.** Determine meanings of words and phrases in informational text including figurative language.	**Level IV AA Students will:** **EERI.9-10.4.** N/A **Level III AA Students will:** **EERI.9-10.4.** Determine meanings of words and phrases in informational text including figurative language. Ex. Make idiom books and write the real meaning (e.g., *You're driving me up a wall = you are making me crazy.*).

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cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		Ex. Given more than one meaning of key vocabulary words, select the one that best matches the reading passage. **Level II AA Students will:** **EERI.9-10.4.** Determine meanings of words and phrases in informational text. Ex. Identify meaning of key words using context clues. Ex. Use a dictionary to look up the meaning of key words. **Level I AA Students will:** **EERI.9-10.4.** Recognize words and phrases used in a text. Ex. Name or point out words and phrases in an article Ex. Given a key word for an article, point to it in the article.
RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	**EERI.9-10.5.** Determine which sentences in a text support the claims of the author.	**Level IV AA Students will:** **EERI.9-10.5.** Determine the author's claims and identify which sentences support his or her claims. Ex. Read or listen to a historical text, state the author's claim and underline the sentences that tell about the author's claim (e.g., After reading and discussing an excerpt of Franklin Roosevelt's *State of the Union* address, students identify a claim Roosevelt makes and a sentence that supports the President's claim.). Ex. Read or listen to a science text, select from choices what the author's claim is and tell which sentences show this is what he or she thinks (e.g., sentences that tell about the author's claim that we need better recycling programs).

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		Level III AA Students will: **EERI.9-10.5.** Determine which sentences in a text support the claims of the author. Ex. Using a passage projected on an interactive whiteboard, read or listen to and discuss with the teacher the claim made in the text; then highlight which sentences tell about the author's claim. Ex. Read or listen to the text and tell which sentences tell about the author's claim (e.g., that we need better recycling programs). **Level II AA Students will:** **EERI.9-10.5.** Identify one detail from an article. Ex. After reading or listening to an article on a current event, points to a picture from an article that depicts a detail from the article and repeats the detail they heard or read. Ex. Read or listen to the text and tell which sentences tell a detail (e.g., *The President came here.*). **Level I AA Students will:** **EERI.9-10.5.** Identify a detail. Ex. Given choices, identify a detail in response to "wh" questions.
RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	**EERI.9-10.6.** Determine an author's purpose or point of view.	**Level IV AA Students will:** **EERI.9-10.6.** Determine an author's purpose and point of view and identify an opposing point of view. Ex. When presented with two texts on the same topic but different viewpoints, identify the author's different perspectives. Ex. Given new sentences, determine if they support the author's purpose or are opposite.

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		Level III AA Students will: **EERI.9-10.6.** Determine an author's purpose or point of view. Ex. After reading an informational text, state the author's purpose (e.g., After reading about a U.S. President, answer, "What is the author trying to tell you?," say "good president".). Ex. After reading and discussing a science text, select from related and unrelated choices the purpose of the text (e.g., germs make you sick). **Level II AA Students will:** **EERI.9-10.6.** Identify resource based on its author's claim. Ex. Select text about snakes from at least three different options. Ex. Select text about a historical figure from choices provided by the teacher. **Level I AA Students will:** **EERI.9-10.6.** Request a resource by topic or purpose. Ex. Ask for a resource by topic or purpose, (e.g., The teacher says, "What do you want to read about?," and student says, "bugs."). Ex. Use a preprogrammed AAC device to request an informational text by topic or purpose.
Integration of Knowledge and Ideas. **RI.9-10.7.** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia),	**EERI.9-10.7.** Compare a selection of informational text about a person with another medium.	**Level IV AA Students will:** **EERI.9-10.7.** Compare and contrast a selection from text about a person with other mediums. Ex. Compare a letter written by a subject to a section in a biography or news report telling about the same event (Martin Luther King's *Letter from a Birmingham Jail*). Ex. Describe similarity or differences between an informational text about a person and a painting, photograph, or film clip about them.

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determining which details are emphasized in each account.		**Level III AA Students will:** **EERI.9-10.7.** Compare a selection of informational text about a person with another medium. Ex. Tell what is the same in a biographical video about a person to a text or passage about the same person (e.g., "He was/is president."). **Level II AA Students will:** **EERI.9-10.7.** Identify that two sources refer to the same individual. Ex. Identify who two sources are about in a television commercial or brief video (YouTube) and a newspaper article about the same person. Ex. Given a newspaper article and shown two news reports, match the newspaper article to the same person that is presented in a news report. **Level I AA Students will:** **EERI.9-10.7.** Recognize the meaning of an informational message. Ex. Recognize the topic of an electronic article when read aloud (e.g., about the president). Ex. Given an informational message, respond to the message (e.g., recognize a fire alarm's connection to a fire drill).
RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**EERI.9-10.8.** Delineate statements that support an argument.	**Level IV AA Students will:** **EERI.9-10.8.** Use evidence and statements to support an argument. Ex. Ask and answer questions about whether key details support the central idea or claim of an author in the text. **Level III AA Students will:** **EERI.9-10.8.** Delineate statements that support an argument. Ex. Given two statements related to an argument, select the one that supports the argument (e.g., select from "there is no red and green light"

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		and "the street sign is a rectangle" to support "crossing the street in the middle of the block is dangerous"). Ex. After reading text about the president in which all of the statements are about the president except for one statement, identify the statement that is not about the president. **Level II AA Students will:** **EERI.9-10.8.** Identify a fact from a text. Ex. After two statements are read by the student or teacher, identify which is a fact versus which is an opinion using key words such as *I think*, *I believe*, *I feel*, (e.g., "The body needs food to live." versus "Some people think sugar is bad for you."). Ex. As statements are read by the teacher from a historical passage, identify which is a fact versus opinion using key words such as *I think*, *I believe*, *I feel,* (e.g., "Lincoln was president of the United States." versus "Many believe he was a great man."). **Level I AA Students will:** **EERI.9-10.8.** Recognize that an event occurred. Ex. After the teacher reads a brief account of something that happened and discusses it, use a switch to indicate whether an event occurred in the passage (e.g., "Did this happen?").
RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg	**EERI.9-10.9.** Make connections between U.S. documents of historical and literary significance based on related themes and concepts.	**Level IV AA Students will:** **EERI.9-10.9.** N/A. **Level III AA Students will:** **EERI.9-10.9.** Make connections between U.S. documents of historical and literary significance based on related themes and concepts.

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Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.		Ex. After reading or listening to speeches by two famous people and discussing with the teacher what is the same about them, select from choices a concept that connects the two (e.g., two leaders making speeches on freedom). Ex. After reading and discussing with the teacher two historical speeches (e.g., Roosevelt's *Four Freedoms* speech, King's *Letters from Birmingham Jail*) and discussing key ideas from each and how they are related, tell how the two speeches are related (e.g., *about being free*). **Level II AA Students will:** **EERI.9-10.9.** Recognize a historical fact. Ex. Given historical non-fiction on presidents and asked, "Is this a fact? The president lives in the White House," answers, "yes." **Level I AA Students will:** **EERI.9-10.9.** Classify fact and fantasy. Ex. Categorize pictures of objects and people as real or unreal (e.g., a U.S. President and a fairy).
Range of Reading and Level of Text Complexity. **RI.9-10.10.** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at	**EERI.9-10.10.** **This Literature Essential Element references all elements above.	

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the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.		

Ninth-Tenth Grade English Language Arts Standards: Writing

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Text Types and Purposes. **W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge	**EEW.9-10.1.a-b.** Write about a personal opinion and give more than one reason supporting and rejecting the claim.	**Level IV AA Students will:** **EEW.9-10.1.a-b.** Write to express an opinion with supporting information about a topic or text and a concluding statement. Ex. Write an argument to support claims with clear reasons or evidence and introduce alternate or opposing claims. Ex. Write a claim about the class election (e.g., *Joe is the best*) and an argument to support the claim (e.g., *he is a friend)* and a reason (e.g., *he is good*) and introduce a counterclaim (e.g., *Jen is good, too*). Ex. Write a claim (e.g., *School uniforms are bad.*) and an argument to support it (e.g., *too hard*) with a reason (e.g., *lots of buttons*) and introduces a counterclaim (e.g., *uniforms easy to decide).* Ex. Write a claim (e.g., *No fighting at school.*), an argument to support it (e.g., *It is the rule.*), and a reason (e.g., *someone hurt).* **Level III AA Students will:** **EEW.9-10.1.a-b.** Write about a personal opinion and give more than one reason supporting and rejecting the claim. Ex. Given a statement (e.g., Students should have more freedom.), initially express agreement (e.g., *We are in 8th grade. We can make good choices.*) and then disagreement (e.g., *Sometimes we make mistakes. Sometimes we don't think ahead.*) and give more than one reason why, and then draw a conclusion (e.g., *Parents and teachers can help with freedom.*). **Level II AA Students will:** **EEW.9-10.1.a-b.** With teacher support and guidance, write an argument to support claims with one clear reason and a piece of evidence. Ex. Writes a claim about the class election (e.g., *Joe is the best*) with a

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level and concerns.		peer, brainstorm arguments and reasons with the peer, and then write an argument to support the claim (e.g., *he is a friend*), and a reason (e.g., *he is good*). Ex. Write a claim (e.g., *School uniforms are bad.*) and, after teacher-led discussion, adds an argument to support it (e.g., *too hard*) with a reason (e.g., *lots of buttons*). Ex. Write a claim (e.g., *No fighting at school.*), an argument to support it (e.g., *It is the rule.*), and, after getting feedback on the draft from the teacher, adds a reason (e.g., *someone hurt*). **Level I AA Students will:** **EEW.9-10.1.a-b.** With guidance and support, write a claim and a reason. Ex. Use a ready-made set-up in multimedia software to choose words to write a claim. Ex. After a peer writes, state agreement or disagreement (e.g., A peer writes, *uniforms are bad*, indicate "Yes" when asked, "Do you agree? Are uniforms bad?") and then using assistive technology, type letters or words providing a reason. Ex. Choose a claim from two options (e.g., *School uniforms are bad. School uniforms are good.*) and alternating turns with the teacher, uses assistive technology to type letters and words (e.g., *nice*) as the teacher models during her turn, short simple reasons (e.g., *Students look nice. Students look the same.*)
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the	**EEW.9-10.1.c.** N/A	

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relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.		
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**EEW.9-10.1.d.** N/A	
e. Provide a concluding statement or section that follows from and supports the argument presented.	**EEW.9-10.1.e.** N/A	
W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	**EEW.9-10.2.a-b.** Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.	**Level IV AA Students will:** **EEW.9-10.2.a-b.** Write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write about a hobby stating what the hobby is (e.g., *I like cooking.*), writing a paragraph about favorite foods to cook with a reason (e.g., *I like make gril ches* [grilled cheese], *mac n chees* [macaroni and cheese]. *I like melt ches* [melted cheese].) and favorite desserts (e.g., *I like make* [making] *hot fuj sunda* [fudge sundaes] *with ice crem sprinkls* [cream sprinkles]. *Ice crem* [cream] *is cold and swet* [sweet].).

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a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		**Level III AA Students will:** **EEW.9-10.2.a-b.** Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write to give directions to a place in the school including a step-by-step organization with illustrations as needed to support understanding. Ex. Write to describe a school assembly first describing what the topic was (e.g., *DARE*), who was involved (*all the kids*), then the activity (*listen to polis* [police]) and details (*No beer. No drugs.)*. **Level II AA Students will:** **EEW.9-10.2.a-b.** Write to convey ideas and information using clear organization as well as graphics and multimedia. Ex. Write to give directions to a place in the school including most of the steps with illustrations as needed to support understanding. Ex. Write to describe a school assembly about DARE saying who was involved (*all the kids*) and what happened (*listen to polis* [police]). **Level I AA Students will:** **EEW.9-10.2.a-b.** With guidance and support, write to convey ideas. Ex. Use a preprogrammed alternate keyboard to write about the school assembly (*like it*). Ex. Work with a teacher using two-switch step scanning to scan through the letters of the alphabet directing the teacher to "go to the next one," and "write that one down," in order to select letters to use in writing about school. Ex. Using word prediction software and with a teacher's support and guidance, write about a favorite activity in class (like going to a movie).

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c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	**EEW.9-10.2.c.** N/A	
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	**EEW.9-10.2.d.** N/A	
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**EEW.9-10.2.e.** N/A	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the	**EEW.9-10.2.f.** N/A	

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significance of the topic).		
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	**EEW.9-10.3.** Select an event or personal experience and write about it. a-b. Introduce an experience or situation, at least one character, and describe multiple events in sequence.	**Level IV AA Students will:** **EEW.9-10.3.a-b.** Introduce an experience or situation and describe it including multiple characters and events in sequence. Ex. Write a story about a vacation including the people who went (e.g., *Mom and Dad and me went to the montuns* [mountains]) and several events (e.g., *We see deer. We ride up. We ride down.*). Ex. Write about an activity that happened after school including the names of the students involved and multiple events in sequence. Ex. After reading and discussing a non-fiction text, write a summary about an event (e.g., mountains), the situation (erosion), the actors (wind and water), the actions (wind blows, water runs, mountains change). **Level III AA Students will:** **EEW.9-10.3.a-b.** Introduce an experience or situation, at least one character, and describe multiple events in sequence. Ex. Write a story about a vacation (e.g., *We went to the montuns* [mountains]) and several events (e.g., *We see deer. We ride up. We ride down.).* Ex. Write about an event that happened after school including multiple events (e.g., *I go practis* [practice]. *Sing*. *Dans* [dance]). Ex. After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., mountains), the situation (erosion), the actors (wind and water), the actions (wind blows, water runs, mountains change).

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		Level II AA Students will: **EEW.9-10.3.a-b.** Introduce an experience or situation and include at least one character or event. Ex. Write about vacation writing, *We go to the montuns* [mountains]. Ex. Write about an event that happened after school (e.g., *I go sing*.) Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about <event>. The wind and water <did what two things> and <what happened to the mountains>.). **Level I AA Students will:** **EEW.9-10.3.a-b.** With guidance and support, write about a personal experience. Ex. Use word prediction software and teacher support and guidance (e.g., The teacher asks, "Where did you go? What did you see? Hear? Do?") to write about going to the mountains, selecting pictures of the people who went (*mom*, *dad*, *me*), and the events (*deer*, *chair lift*, *eat*, *TV*). Ex. Use words or symbols provided by the teacher to write about daily events. Ex. After seeing a photo from a field trip, use a multi-message device to communicate about the experience (*Go farm. Happy.*), which the teacher will write below the photo and read aloud as the student observes.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	**EEW.9-10.3.c.** N/A	

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d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	**EEW.9-10.3.d.** N/A	
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**EEW.9-10.3.e.** N/A	
Production and Distribution of Writing. **W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EEW.9-10.4.** Produce writing that is appropriate to a particular task, purpose, and audience.	**Level IV AA Students will:** **EEW.9-10.4.** Produce coherent writing that is complete and appropriate to a particular task, purpose, and audience. Ex. Write directions in sequence to do a particular task. Ex. Make a list of things to assemble that will be needed for a class project. **Level III AA Students will:** **EEW.9-10.4.** Produce writing that is appropriate to a particular task, purpose, or audience. Ex. Make a list of things to pack for a trip using a talking word processor with word prediction software. Ex. Make a list of three or four steps needed to complete a task by responding to questions in graphic organizer software (e.g., List all the things you did. What did you do first? What did you do next? What was

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		the last thing you did?), which is then converted to text outline and imported into talking word processor, where students expands on the notes and checks accuracy. **Level II AA Students will:** **EEW.9-10.4.** With guidance and support, produce writing that is appropriate to the task, purpose, or audience. Ex. Use a word/picture bank projected on an interactive whiteboard combined with spelling to make a list of things to pack for a trip. Ex. Use a set of guidelines, word prediction software, and a talking word processor to write a letter with of application with an introduction, body, and a closing. **Level I AA Students will:** **EEW.9-10.4.** With guidance and support, write. Ex. Use a keyboard to type letters interactively with a peer who provides a model by writing conventionally but simply. Ex. Use a multiple message voice output device interfaced with a computer and help from an adult who navigates to the desired page to make a list of free choice activities and then types letter-by-letter about each activity.
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for	**EEW.9-10.5.** Develop writing by planning and revising own writing by adding more information.	**Level IV AA Students will:** **EEW.9-10.5**. Strengthen writing by planning and revising own writing and adding more information Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down, then reread what is written and add one more detail. Ex. Develop outline before beginning the writing process (topic, three details, conclusion) and use it to write, seek peer feedback, and then add

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a specific purpose and audience.		to the outline based on feedback provided. **Level III AA Students will:** **EEW.9-10.5.** Develop writing by planning and revising own writing by adding more information. Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down, then reread what is written and add one more detail. Ex. Using a question framework (e.g., 5 W's and an H) in graphic organizer software, take turns entering information into the organizer, seek another peer partner group's feedback, and then add to the outline. Ex. After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback. **Level II AA Students will:** **EEW.9-10.5.** With guidance and support from adults and peers, develop writing by planning and revising own writing by adding more information. Ex. After sharing writing with peers, work with peers to brainstorm ideas to add. Peers write all of the ideas in a list and give it to the student to use in revising and adding more information to improve the overall quality of the writing. Ex. Work with peers to plan a written report of their research project. Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it.

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		Level I AA Students will: **EEW.9-10.5.** With guidance and support from adults and peers, add more to writing to clarify message. Ex. When asked by an adult or peer to add more, select additional letters or words to add to the overall message. Ex. With teacher guidance and support and using word prediction software (e.g., The teacher asks, "What sound do you hear at the beginning of *cat*?"), and a talking word processor (e.g., The teacher says, "It said *car*. I thought you were trying to write *cat*. What can we change to make it say *cat*?"), label familiar pictures from a favorite text.
W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**EEW.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	**Level IV AA Students will:** **EEW.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual writing products. Ex. Use technology to update, edit, and revise a piece of own writing. Ex. Use a talking word processor to listen to first draft and decide what information to add, spell check and grammar check to edit, and then export digital draft to class wiki. Ex. Having published a draft in a digital writing environment (e.g., website, wiki, blog), review comments of classmates about the draft, download it to a talking word processor with word prediction software, revise it based on the feedback, and upload back to the digital writing environment. **Level III AA Students will:** **EEW.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Ex. Use technology to add a sentence in an electronic shared writing product. Ex. Add words to sentences in an electronic shared writing product.

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		Ex. Use online communication software to text message with an e-buddy in another classroom or school. Ex. Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook. Ex. Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. **Level II AA Students will:** **EEW.9-10.6.** With guidance and support, use technology, including the Internet, to produce, publish, and update shared writing products. Ex. After reviewing and discussing a shared writing product, add words to sentences in the electronic shared writing product. Ex. Having sent an e-mail to an adult, read their response seeking additional information or clarification, and write a new e-mail to address the request. Ex. Use an alternative keyboard programmed with the day's activities and some comments to write an entry on a blog that is shared with parents instead of a home-school notebook. **Level I AA Students will:** **EEW.9-10.6.** With guidance and support, use technology to write. Ex. Use a keyboard to type letters and words interactively with a peer or an adult who types simple, conventionally spelled messages. Ex. Use a keyboard programmed for only alphabet letters and a space bar,

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		word prediction software, and a talking word processor with a peer model to take turns typing text messages to one another.
Research to Build and Present Knowledge. **W.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**EEW.9-10.7.** Conduct short research projects to answer questions posed by self and others using multiple sources of information.	**Level IV AA Students will:** **EEW.9-10.7** Conduct short research projects to answer questions posed by self and others using multiple sources of information. Ex. Interact with a variety of websites using a screen reader to access the information in order to answer a question posed by the teacher and generate two questions of his or her own. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they do so. **Level III AA Students will:** **EEW.9-10.7.** Conduct short research projects to answer questions posed by self and others using multiple sources of information. Ex. Interact with two websites using a screen reader to access the information in order to answer a question posed by the teacher and to generate two questions. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit two websites to answer questions they posed in the W column and take notes in the L column as they do so. **Level II AA Students will:** **EEW.9-10.7.** Conduct short research projects to answer questions using one or more sources of information. Ex. Given a question and text posted on an interactive whiteboard, research to find the answer to a question after a peer reads the question

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		aloud and discusses it with the student before reading the text aloud to find the answer. Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., "Where is most of the water on earth?" *Water in oshun* [ocean].). **Level I AA Students will:** **EEW.9-10.7.** With guidance and support, answer questions based on a text or other sources of information. Ex. With guidance and support, answer a yes or no question about an experience described in a text they have authored using word prediction software with a topic-specific dictionary. Ex. With guidance and support, answer multiple-choice questions about information provided in a text that they have co-authored with a peer about a favorite school activity. Ex. Use word prediction software to answer questions about an illustration from a favorite text inserted in a digital document, and, if spelling is unclear, answer yes or no questions about their answer.
W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate	**EEW.9-10.8.** Select information from multiple sources and use the information to write answers to research questions.	**Level IV AA Students will:** **EEW.9-10.8.** Select information, including quotes, from multiple sources and use the information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, select information about the topic and use the information to answer questions using direct quotes from the websites. Ex. Given a problem and bookmarked websites, use at least two sources to show a solution to the problem.

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information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		**Level III AA Students will:** **EEW.9-10.8.** Select information from multiple sources and use the information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, use a screen reader to read the sites and select information about the topic. Then, use the information to answer questions. **Level II AA Students will:** **EEW.9-10.8**. With guidance and support, select information from multiple sources and use the information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site and copy/paste information to answer the questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site, listen and read the information with a screen reader, and use word prediction software with a talking word processor to write their answers. **Level I AA Students will:** **EEW.9-10.8.** With guidance and support, use information from one source to answer a question. Ex. Given a guiding question, use a single message voice output communication device to say, “That’s it” when the teacher reads something from a teacher-selected text that answers the question. Ex. With teacher guidance and support as needed with any of the steps: given a topic, a single bookmarked website, a *what* or *where* question, use a screen reader to listen to and read the information at the site, and use word prediction software with a talking word processor and adapted

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		keyboard presenting only alphabet letters, space bar, and a period, write an answer.
W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	**EEW.9-10.9.** Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., "Identify when an author has drawn upon or included references to another text.").	**Level IV AA Students will:** **EEW.9-10.9.a.** Apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., "Determine how an author has drawn upon or included references to another text."). Ex. After reading to determine how an author has related information from a previous book in a series to a later book in the same series, write about it. Ex. After reading to determine how information from one author's text is found in another author's text, write about it. **Level III AA Students will:** **EEW.9-10.9.a.** Apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., "Identify when an author references one text to another text."). Ex. After reading to identify when an author has drawn upon another text, write about the text that was drawn upon. Ex. After reading two stories on similar topics, write the parts of the texts that are the same. **Level II AA Students will:** **EEW.9-10.9.a.** With guidance and support, apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., "Identify when an author references one text to another text."). Ex. After reading two stories on similar topics, using teacher guidance and support as needed, write the parts of the texts that are the same using word prediction software and a talking word processor.

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		Ex. Given two stories about the same character (e.g., two cultural representations of the Cinderella story), write about what is the same about the character in both stories using teacher guidance and support as needed, word prediction software, and a talking word processor. **Level I AA Students will:** **EEW.9-10.9.a.** With guidance and support from adults and peers, participate in shared writing activities that apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., "Identify when an author references one text to another text."). Ex. After reading two very basic texts on similar topics, indicate "same" or "different" as the teacher displays two pages, focusing first on the illustrations and later on the text content, and the teacher adds the responses to a chart. Ex. After listening to an e-buddy read aloud a simple text over Internet videoconferencing, exchange e-mails in which the e-buddy includes references or quotes in each message, and the student identifies it with teacher guidance and support, and using word prediction software and a talking word processor types a message indicating the text line and page of the reference or quote and a comment about it.
b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid	**EEW.9-10.9.b.** Apply *Essential Elements of Grade 9-10 Reading Standards* to informational text (e.g., "Delineate statements that support an argument.").	**Level IV AA Students will:** **EEW.9-10.9.b.** Apply *Essential Elements of Grade 9-10 Reading Standards* to informational text (e.g., "Use evidence and statements to support an argument."). Ex. Write answers to questions about whether key details support the central idea or claim of an author in the text.

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and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").		**Level III AA Students will:** **EEW.9-10.9.b.** Apply *Essential Elements of Grade 9-10 Reading Standards* to informational text (e.g., "Delineate statements that support an argument.") Ex. Read a text to determine which claims are fact and then make a list of those facts. Ex. Read a book to determine the author's point of view and then write selected phrases from the text that support it. Ex. Complete the L column of a KWL chart, answering questions they posed with text evidence, noting the page where answers were found. **Level II AA Students will:** **EEW.9-10.9.b.** With guidance and support, apply *Essential Elements of Grade 9-10 Reading Standards* to informational text (e.g., "Delineate statements that support an argument."). Ex. Read a text with the teacher and a small group to determine which claims are fact and then work with the group to write a list of those facts. Ex. After reading a book with an adult to determine the author's point of view, discuss the point of view and write about the facts from the conversation while the teacher helps the student recall the facts. **Level I AA Students will:** **EEW.9-10.9.b.** With guidance and support, participate in group writing activities applying *Essential Elements of Grade 9-10 Reading Standards* to informational text (e.g., "Delineate statements that support an argument."). Ex. Use voice output communication devices to interact with peers during collaborative writing projects, asking them to read aloud and point to text as they do so, and indicating "yes" or "no" to keep the information in the

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		text. For "no" responses, peers will defend evidence with text references or eliminate as directed. Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project.
Range of Writing. **W.9-10.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**EEW.9-10.10**. Write routinely over time for a range of tasks, purposes, and audiences.	**Level IV AA Students will:** **EEW.9-10.10.** N/A. **Level III AA Students will:** **EEW.9-10.10.** Write routinely over time for a range of tasks, purposes, and audiences. Ex. Write a note to the principal about an upcoming event and return to it the next day to revise and complete it before it is sent to the principal. Ex. Write a research report for social studies class, working on it for several days adding more information to address the areas in the teacher's rubric. **Level II AA Students will:** **EEW.9-10.10.** With guidance and support, write routinely over time for a variety of tasks, purposes, and audiences. Ex. Using word prediction software with a topic-specific dictionary and a talking word processor on the computer, write notes to the school principal and the teacher about an upcoming event. Ex. Using word prediction software with a topic-specific dictionary and a talking word processor, complete a short research report and then review and revise it. Ex. With guidance and support, write labels to go with a display for a group research project.

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		Level I AA Students will: **EEW.9-10.10.** With guidance and support, communicate routinely for a variety of purposes and audiences. Ex. After shared reading of an informational passage and repeating a word or phrase from the passage, use a multiple message voice output device and models from an adult communication partner to make comments during group writing projects which are written on a comments page and read aloud to the student by a peer. Ex. After shared reading of an informational passage and nodding to agree when the teacher repeats a statement from the passage, use a multiple message voice output device with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud via a talking word processor, screen reader, or a peer to the student.

Ninth-Tenth Grade English Language Arts Standards: Speaking and Listening

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Comprehension and Collaboration. **SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	**EESL.9-10.1.** Initiate and participate in collaborative discussions. a. Prepare for discussions by collecting information on the topic.	**Level IV AA Students will:** **EESL.9-10.1.a.** Prepare for discussions by collecting information on the topic and referring to it in the discussion. Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic, and then refer to that list during a discussion on the topic. Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information, and then refer to that highlighted information during a discussion on the topic. Ex. In preparation for a discussion, preprogram information about a topic on a multiple message voice output device and then use the preprogrammed messages during a discussion. **Level III AA Students will:** **EESL.9-10.1.a.** Prepare for discussions by collecting information on the topic. Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic. Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information. **Level II AA Students will:** **EESL.9-10.1.a.** Prepare for discussions by collecting information on the topic with a group. Ex. In preparation for a discussion, work with a peer or group of peers reading and/or listening to text or other multiple media sources to create a list of facts about an assigned topic. Ex. In preparation for a discussion, work with a peer or group of peers to

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		read with text displayed on an interactive whiteboard and highlight the important information. **Level I AA Students will:** **EESL.9-10.1.a.** With guidance and support, prepare for a discussion by previewing pre-stored messages and then share those messages during the discussion. Ex. In preparation for a discussion, practice selecting four different messages from a multiple message voice output device programmed by the teacher, and then share the messages during a discussion. Ex. In preparation for a discussion, preview a message on a single message voice output device programmed by a peer by activating the message and attending to the peer's explanation, and then activate the message during the ensuing group discussion.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	**EESL.9-10.1.b.** Work with peers to set rules for discussions.	**Level IV AA Students will:** **EESL.9-10.1.b.** Work with peers to set rules for discussions and follow those rules during the discussion. Ex. Contribute own ideas (e.g., take turns) during a discussion of group rules, agree upon the rules the group decides, and then follow the rules during the ensuing discussion. Ex. Work with peers to select rules they will follow from a list of possibilities, and then follow those rules during the discussion. **Level III AA Students will:** **EESL.9-10.1.b.** Work with peers to set rules for discussions. Ex. Contribute own ideas (e.g., take turns) during a discussion of group rules, agree upon the rules the group decides.

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		Ex. Work with peers to select rules they will follow from a list of possibilities. **Level II AA Students will:** **EESL.9-10.1.b.** Follow rules for discussions. Ex. Given that the group decided they would take turns, take turns during the discussion. Ex. Given that the group decided they would stick to the topic, remain on the topic of the discussion. **Level I AA Students will:** **EESL.9-10.1.b.** Follow the discussion. Ex. Demonstrate attention to the discussion by nodding, gesturing, or vocalizing appropriately in response to peers and the teacher. Ex. Indicate agreement to include a group rule by activating a single message voice output device (e.g., "That's a good idea.").
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	**EESL.9-10.1.c.** Ask and answer questions during a discussion.	**Level IV AA Students will:** **EESL.9-10.1.c.** Ask and answer questions to verify or clarify own ideas and understandings during a discussion. Ex. Participate in a discussion on an assigned topic by asking questions to clarify or verify comments by peers (e.g., "What did you mean?" "Where did you find out?") and responding to questions to clarify own comments (e.g., "I don't know." "I saw it in this movie."). Ex. While participating in a discussion, ask questions while peers are speaking to clarify their comments (e.g., "What does that mean?") and answer questions posed by peers to verify own information (e.g., "Let me show you.").

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level III AA Students will: **EESL.9-10.1.c.** Ask and answer questions during a discussion. Ex. During a discussion, use preprogrammed questions on a multiple message voice output device to ask questions or peers (e.g., "Why?" "When did that happen?" "How do you know?"), and respond to questions by pointing to prepared responses or using the device to construct responses. Ex. During a discussion, answer questions about own contributions (e.g., "What else do you know?") and ask questions of others (e.g., "Then what happened?"). **Level II AA Students will:** **EESL.9-10.1.c.** Ask or answer questions during a discussion. Ex. Answer questions posed by peers during a discussion (using "yes" or "no" responses or single words, activating a voice output device with preprogrammed messages, or pointing to a picture). Ex. Ask peers questions during a discussion (e.g., using single words such as *who*, *what*, *where;* single words with a rising intonation; or activating a voice output device with preprogrammed messages, "Can you tell me more?"). **Level I AA Students will:** **EESL.9-10.1.c.** Participate in a discussion. Ex. During a discussion, use a preprogrammed multiple message voice output device to comment (e.g., "That's interesting." or "I know something about that."). Ex. During a discussion, use a preprogrammed single message voice output to comment during a discussion.

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d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	**EESL.9-10.1.d.** Indicate agreement or disagreement with others during discussions.	**Level IV AA Students will:** **EESL.9-10.1.d.** Clarify own views during discussions. Ex. After stating own view (e.g., "I think the order is wrong."), a peer seeks clarification (e.g., "What is wrong?"), and the student clarifies (e.g., "This one goes first."). Ex. During a discussion with peers, one peer says, "<Student> thinks this is a waste of time." The student clarifies, "No, I don't. It is important." **Level III AA Students will:** **EESL.9-10.1.d.** Indicate agreement or disagreement with others during discussions. Ex. During a discussion about an assigned topic, indicate agreement with the speaker by nodding or offering verbal confirmation, "yeah" or "me too". Ex. During a discussion, one peer says, "I think we're done." and the student agrees, "Yeah, done." **Level II AA Students will:** **EESL.9-10.1.d.** State own views during a discussion. Ex. During a discussion, tell the group, "That is the most important part." Ex. During a discussion, share views about a topic that the student preprogrammed into a multiple message voice output device. **Level I AA Students will:** **EESL.9-10.1.d.** Participate in a discussion. Ex. See EESL.9-10.1.c.

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SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	**EESL.9-10.2**. Determine the credibility of information presented in diverse media or formats.	**Level IV AA Students will:** **EESL.9-10.2.** Determine the credibility of information presented across diverse media or formats. Ex. Compare information on one topic from two or more Internet sources. Ex. Compare information on a topic in a book with the same topic described on the Internet. **Level III AA Students will:** **EESL.9-10.2.** Determine the credibility of information presented in diverse media or formats. Ex. Use strategies to confirm the credibility of information gathered (e.g., Check with a known authority to verify information found on the Internet such as asking the school nurse about health information or a parent or adult about safety information.). Ex. Check information gathered from one source with the information presented on the same topic in another source in order to determine its credibility. **Level II AA Students will:** **EESL.9-10.2.** Identify information presented in diverse media or formats. Ex. Search the web using terms related to the topic in order to find information about a specific topic. Ex. Look in the index of a book to find a reference to information on an assigned topic. Ex. Stop a video at the appropriate point where information on a particular topic is being shared. **Level I AA Students will:** **EESL.9-10.2.** With guidance and support, identify information presented in

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		diverse media or formats. Ex. Work with a peer to search the web entering terms identified by the peer and scanning sites for information on a predetermined topic. Ex. After a peer explains information related to a topic, identify a related photo from an array displayed on an interactive whiteboard.
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**EESL.9-10.3**. Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported).	**Level IV AA Students will:** **EESL.9-10.3.** Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported). Ex. Given a video recording of a speaker, stop the video after each claim and determine when it is fact or opinion. Ex. Given a written record (notes) of the claims a speaker made, highlight each of the claims that are fact and those that are opinion. Ex. Determine whether claims made by a speaker are fact or opinion by asking advice of a parent or teacher. **Level III AA Students will:** **EESL.9-10.3.** Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported). Ex. Given a written version of a single claim presented by a speaker, evaluate the claim to determine whether it is fact or opinion. Ex. After a peer makes a claim about a text being read and discussed, determine whether the claim is supported by the text. **Level II AA Students will:** **EESL.9-10.3.** Identify whether claims made by a speaker regarding a known topic are fact or opinion. Ex. Given claims made by a speaker regarding a topic that is known to the student (e.g., *It always snows when it is cold.*), identify whether the claim

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		is true. Ex. While listening to the morning announcements, determine whether announcements are fact (e.g., Tomorrow is an early release day.) or opinion (e.g., Saturday's dance is sure to be the best ever.). **Level I AA Students will:** **EESL.9-10.3.** Identify facts about self. Ex. Given a list of facts about students in the class, identify those that are facts about self (e.g., I am a boy. I have brown hair. I have green eyes.).
Presentation of Knowledge and Ideas. **SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**EESL.9-10.4.** Present information logically with an organization that is appropriate to the purpose, audience, and task.	**Level IV AA Students will:** **EESL.9-10.4.** Present information and supporting evidence logically with an organization that is appropriate to the purpose, audience, and task. Ex. Given the assignment to present information to teach others how to complete a task, gather the information with supporting evidence, organize it, and present it to the class. Ex. Match information with supporting evidence, organize it to display in a multimedia presentation, and present it to the group (e.g., PowerPoint notes with PowerPoint presentation). **Level III AA Students will:** **EESL.9-10.4.** Present information logically with an organization that is appropriate to the purpose, audience, and task. Ex. Create a presentation for parents about a project the class completed that begins with a picture of the final product and then explains each step and presents it at an open house. Ex. Present information about a book being read in class starting with a statement of the topic and main idea of the book and following with important details that appear throughout.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level II AA Students will: **EESL.9-10.4.** Present information. Ex. Share information on assigned topic that has been prepared with peers. Ex. Assist peers in presenting information that has been compiled working with the group. **Level I AA Students will:** **EESL.9-10.4.** Communicate with peers on an assigned topic. Ex. Speak, sign, use symbols or technology to share an idea on a topic with peers (e.g., "Dogs are good pets.").
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**EESL.9-10.5.** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.	**Level IV AA Students will:** **EESL.9-10.5.** Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest. Ex. Use a combination of text, graphics, and video clips in a presentation about their own responsibilities as part of a unit on personal responsibility. Ex. Strategically place text and graphic images on a tri-fold science display to add interest to a presentation on an assigned topic. **Level III AA Students will:** **EESL.9-10.5.** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding. Ex. Put text and graphics together in a multimedia presentation about their own responsibilities as part of a unit on personal responsibility. Ex. Place a text and graphic images on a tri-fold science display and use it to support an oral presentation.

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		Level II AA Students will: **EESL.9-10.5.** Select an image or other digital media to add to a presentation. Ex. Given an array of images selected by peers or an adult, select an image to add to a predetermined section of a presentation. Ex. Given a selection of short video clips edited by peers or an adult, select an image to include in a presentation. **Level I AA Students will:** **EESL.9-10.5.** Assist with media presentation. Ex. Indicate approval of images a peer has selected to include in a media presentation. Ex. Use a switch to give a presentation prepared with a group of peers.
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EESL.9-10.6.** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	**Level III AA Students will:** **EESL.9-10.6.** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. Ex. Shift from informal communication with peers during a discussion to speaking in complete sentences when the teacher asks for a summary of the discussion. Ex. During lunch, adapt from informal, telegraphic speech when communicating with peers (e.g., holds up milk carton and says, “help”) to complete sentences when an adult stops to ask a question (e.g., “We can go now.”). Ex. During a discussion, speak in complete sentences to share prepared information and shift to informal language to respond to follow-up questions from peers.

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		Level II AA Students will: **EESL.9-10.6.** Communicate in a variety of contexts and tasks using complete sentences when asked. Ex. Expand an initial single-word communication to a complete sentence when asked (e.g., The student says, “more” and expands it to say, “I want more.” when asked). Ex. Use a multiple message voice output device to expand an initial communication to a complete sentence (e.g., The student uses a multiple message voice output device to say, “bad class,” and expands it to say, “The class was bad.” when asked to say it in a complete sentence.). Ex. Use a multiple voice output device to expand an initial communication when asked for clarification (e.g., The student says, “basketball game,” a peer says “What about the basketball game?,” and the student says, “See basketball game?”). **Level I AA Students will:** **EESL.9-10.6.** Communicate in a variety of contexts. Ex. When working with peers, eye gazes to choices offered by peers to make choices and contribute. Ex. When working with a related services provider, select a symbol from an array of options to communicate a choice of activities.

Ninth-Tenth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Conventions of Standard English. **L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.*[*sic*]	**EEL.9-10.1.** Demonstrate knowledge of the conventions of standard English grammar and usage when writing or speaking. a. N/A	
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	**EEL.9-10.1.b.** Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.	**Level IV AA Students will:** **EEL.9-10.1.b.** N/A **Level III AA Students will:** **EEL.9-10.1.b.** Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information. Ex. Give an oral report on a topic (e.g., explain a simple process) using sentences that includes a variety of parts of speech. Ex. Write a brief, written report using sentences that includes a variety of parts of speech. **Level II AA Students will:** **EEL.9-10.1.b.** Use complete sentences to convey information in spoken and written English. Ex. Write grammatically complete sentences when making entries in a journal.

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		Ex. Use grammatically complete sentences to tell about science class. **Level I AA Students will:** **EEL.9-10.1.b.** Understand the meaning of words. Ex. Selects from an array of pictures, objects, or other symbols to demonstrate understanding of spoken words.
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	**EEL.9-10.2.** Demonstrate understanding of use of conventions of standard English writing. a. Use correct punctuation when writing.	**Level IV AA Students will:** **EEL.9-10.2.a.** Use correct punctuation when writing. Ex. Write a letter and include a comma after greeting and closing as well as ending punctuation throughout. Ex. Write a brief dialogue using quotation marks appropriately. **Level III AA Students will:** **EEL.9-10.2.a**. Use correct punctuation when writing. Ex. Write a series of sentences using correct ending punctuation on each sentence. **Level II AA Students will:** **EEL.9-10.2.a.** Use correct punctuation when writing a sentence. Ex. Use correct punctuation in writing one simple sentence. **Level I AA Students will:** **EEL.9-10.2.a.** With guidance and support during shared writing, indicate the need to use any form of punctuation.
b. Use a colon to introduce a list or quotation.	**EEL.9-10.2.b.** N/A	

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c. Spell correctly.	**EEL.9-10.2.c.** Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	**Level IV AA Students will:** **EEL.9-10.2.c.** Spell most high-frequency words correctly and apply knowledge of word chunks including common prefixes, suffixes, and roots (morphemes) in spelling longer words. Ex. Using words from a story just read, write a letter to the character spelling the words correctly. Ex. Spell words with common roots and predetermined prefixes (e.g., un-, re-) when writing. **Level III AA Students will:** **EEL.9-10.2.c**. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. Ex. Given a list of focus words for the week, retell a story read, spelling focus words correctly. Ex. Given index cards with various word chunks, match cards to create words recited by the teacher. **Level II AA Students will:** **EEL.9-10.2.c.** With guidance and support, spell familiar single-syllable words correctly. Ex. Use a word wall to spell words correctly when writing. **Level I AA Students will:** **EEL.9-10.2.c.** Demonstrate knowledge of capital letters. Ex. Identify the first letter of first name. Ex. Identify uppercase letters from an array of letters. Ex. Distinguish letters from numbers in an array.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Knowledge of Language. **L.9-10.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	**EEL.9-10.3.** Use knowledge of language to achieve desired meaning when writing or communicating. a. Write and revise work so that it communicates clearly to the intended audience.	**Level IV AA Students will:** **EEL.9-10.3.** Write and revise work using knowledge of language to achieve the desired meaning for the intended audience. Ex. Write a short report on a content topic, reread and revise for clarity. Ex. Write instructions for a process, reread, and revise for proper sequence. **Level III AA Students will:** **EEL.9-10.3**. Write and revise work so that it communicates clearly to the intended audience. Ex. Write a letter, reread to make sure it says what is intended, and revise to clarify. **Level II AA Students will:** **EEL.9-10.3.** Write and add more to clarify intended message. Ex. Adds an adjective to the sentence to clarify meaning. **Level I AA Students will:** **EEL.9-10.3.** Select words to communicate desired message. Ex. Select from an array of pictures, objects, or symbols to communicate desired message.
Vocabulary Acquisition and Use. **L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and	**EEL.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words. a. Use context to determine the meaning of unknown	**Level IV AA Students will:** **EEL.9-10.4.a.** N/A **Level III AA Students will:** **EEL.9-10.4.a.** Use context to determine the meaning of unknown words. Ex. Determine the meaning of untaught words using knowledge of the topic of the passage and the context surrounding the word.

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phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	words.	**Level II AA Students will:** **EEL.9-10.4.a.** Determine meaning of a word or phrase from context in a sentence. Ex. Given choices of old and new words, correctly fills in a word to complete a sentence. **Level I AA Students will:** **EEL.9-10.4.a.** Recognize the meaning of word from a picture. Ex. When shown a picture of an elephant and the teacher says, "This elephant is huge. Does huge mean big or small?," the student chooses symbol for big. Ex. Point to object (computer) in response to word to indicate meaning.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).	**EEL.9-10.4.b.** N/A	
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine	**EEL.9-10.4.c.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.	**Level IV AA Students will:** **EEL.9-10.4.c.** N/A **Level III AA Students will:** **EEL.9-10.4.c.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Use the vocabulary look-up feature in a screen reader to check the

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
or clarify its precise meaning, its part of speech, or its etymology.		meaning of an unknown word. Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning. Ex. Look up an unfamiliar word in a primary dictionary to check the meaning. **Level II AA Students will:** **EEL.9-10.4.c.** With guidance and support, consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Double-click on a word to reveal the definition of a word in multimedia reading software. Ex. With support getting to the correct page, look up an unfamiliar word in a primary dictionary to check the meaning. **Level I AA Students will:** **EEL.9-10.4.c.** Asks for clarification when needed. Ex. Indicates confusion or lack of understanding saying, “I don’t know.” Ex. Indicates “yes” or “no” when asked, “Do you understand?” or “Do you have any questions?” Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or	**EEL.9-10.4.d.** See EEL.9-10.4.c. above.	

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in a dictionary).		
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	**EEL.9-10.5.** Demonstrate understanding of multiple meaning of words and figurative language. a. Distinguish understanding of multiple meaning of words and figures of speech.	**Level IV AA Students will:** **EEL.9-10.5.** N/A **Level III AA Students will:** **EEL.9-10.5.a.** Distinguish understanding of multiple meaning of words and figures of speech. Ex. Use same word in two ways. Ex. Use figurative language (e.g., *It's raining cats and dogs.*). **Level II AA Students will:** **EEL.9-10.5.a.** Recognize when a multiple meaning word is used two ways. Ex. Given two sentences in which the same word is used two ways, point to or indicate the repeated word in each sentence. **Level I AA Students will:** **EEL.9-10.5.a.** Respond to the use of a word in two ways. Ex. Follow two directions that include the use of the same word in two different ways (e.g., "Move *back*." and "Show me your *back*.").
b. Analyze nuances in the meaning of words with similar denotations.	**EEL.9-10.5.b.** N/A	
L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and	**EEL.9-10.6.** Acquire and use general academic and domain-specific words and phrases.	**Level IV AA Students will:** **EEL.9-10.6.** Acquire and use general academic and domain-specific words and phrases common to the student's experience. Ex. Use words and phrases from reading to write answers to questions.

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listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		**Level III AA Students will:** **EEL.9-10.6.** Acquire and use general academic and domain-specific words and phrases. Ex. Use words and graphics from reading in social studies and science. Ex. Use academic words learned in reading to answer questions. **Level II AA Students will:** **EEL.9-10.6.** Recognize general academic language. Ex. Asked "Which do you learn about in science, animals or sewing?" Answer "Animals." Ex. Point to dictionary when asked, "Where do you go to find out what words mean?" **Level I AA Students will:** **EEL.9-10.6.** Respond to general academic language. Ex. Ask for assistance when encountering new academic vocabulary. Ex. Point to, underline, or use a preprogrammed switch to indicate that a new academic word has been used by the speaker or reader.

COMMON CORE ESSENTIAL ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR ELEVENTH-TWELFTH GRADE

Eleventh-Twelfth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Key Ideas and Details. **RL.11-12.1**. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	**EERL.11-12.1.** Cite textual evidence to determine where the text leaves matters uncertain.	**Level IV AA Students will:** **EERL.11-12.1.** Cite evidence to support inferences when the text leaves matters uncertain. Ex. Use two or more pieces of textual evidence to support an inference about missing information in the story. Ex. Cite events and the outcome of a story to project future possibilities when the author leaves the reader hanging. **Level III AA Students will:** **EERL.11-12.1.** Cite textual evidence to determine where the text leaves matters uncertain. Ex. When asked, "What does the story hint at that you wish you knew more about?," the student cites text that provides the hint. **Level II AA Students will:** **EERL.11-12.1.** Recognize when the text leaves matters uncertain. Ex. Recognize that information is missing from the story. Ex. Given a text projected on an interactive whiteboard, highlight the parts of the text that surround missing information. **Level I AA Students will:** **EERL.11-12.1.** With guidance and support, recognize when a story does not answer a question. Ex. Identify something you don't know from the story. Ex. Identify (via pictures or spoken word) something else not stated you would like to know about a character in the passage.

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		Ex. Recognize when the story ends so that you don't know what happens next (e.g., The teacher asks, "What happens next?" referring to the last event in the story and the student responds with a shrug.).
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	**EERL.11-12.2.** Provide a summary of an unfamiliar text.	**Level IV AA Students will:** **EERL.11-12.2.** Provide an objective summary of an unfamiliar text. Ex. When asked to summarize an unfamiliar text "in your own words," provide an objective summary of the complete text. **Level III AA Students will:** **EERL.11-12.2.** Provide a summary of an unfamiliar text. Ex. When asked to summarize a text, provide a summary. Ex. Provide a written summary of a story. **Level II AA Students will:** **EERL.11-12.2.** Provide a summary of a portion of a text. Ex. Before reading a chapter in a book, summarize what has happened so far (e.g., The teacher asks the student to summarize what has happened thus far.). Ex. While reading a story, summarize what happened (e.g., The teacher stops after reading an important episode and asks the student to summarize what happened.). **Level I AA Students will:** **EERL.11-12.2.** Identify a title for a text. Ex. Given an array of possible choices for a text, identify a plausible title.
RL.11-12.3. Analyze the impact of the author's choices regarding how to	**EERL.11-12.3.** Explain how characters develop over the course of a story.	**Level IV AA Students will:** **EERL.11-12.3.** Explain how story elements impact how characters develop over the course of the story.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		Ex. Explain how the change of the setting impacts the development of the character. Ex. Explain how events impact the development of a character (e.g., A character's reaction to something that happens in the story that changes what the character does next.). **Level III AA Students will:** **EERL.11-12.3.** Explain how characters develop over the course of a story. Ex. Explain how the character's feelings change throughout the story. Ex. Explain how the character's leadership changes over the course of the story. **Level II AA Students will:** **EERL.11-12.3.** Describe a character. Ex. Select several words from an AAC device that describe the character. Ex. Using a graphic organizer, record words that describe a character. **Level I AA Students will:** **EERL.11-12.3.** Identify a word that describes a character. Ex. Identify a word from a list of adjectives that describes the character.
Craft and Structure. **RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the	**EERL.11-12.4.** Determine how words or phrases with multiple meanings have an impact on meaning or tone of a text.	**Level IV AA Students will:** **EERL.11-12.4.** Give two or more examples of how the author's choices of words and phrases impact the meaning(s) and tone of the story. Ex. Select examples from the story and explain how the words or phrases impact meaning. Ex. Choose words or phrases that would change the story if multiple meaning words were substituted.

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impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		**Level III AA Students will:** **EERL.11-12.4.** Determine how words or phrases with multiple meanings have an impact on meaning or tone of a text. Ex. Interpret word meanings within a passage according to connotation (tone, emotion) or context. Ex. Locate an example that shows how the author's choice of words impacts the meaning and tone of the story. **Level II AA Students will:** **EERL.11-12.4.** Identify meaning of multiple meaning words as they are used in a text. Ex. Identify the meaning of sink and crash when they are used in a book to mean descend and done rapidly (e.g., The foundation of his house was starting to *sink*. He took a *crash* course to learn how to fix it.). **Level I AA Students will:** **EERL.11-12.4.** Identify the meaning of words as they are used in a text. Ex. Identify a picture that represents the meaning of a word as it is used in a text.
RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its	**EERL.11-12.5.** Determine how the author's choice of where to end the story contributes to the meaning.	**Level IV AA Students will:** **EERL.11-12.5.** Explain how the story would be different if the author chose to end it at a different point. Ex. Stop at different times in a story and determine how the meaning would be different it if it ended at a different point. Ex. Tell how the meaning would be different if the author chose to end it at a different point.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
overall structure and meaning as well as its aesthetic impact.		**Level III AA Students will:** **EERL.11-12.5.** Determine how the author's choice of where to end the story contributes to the meaning. Ex. Determine how the story would be different it if it ended at a different point (e.g., before Scrooge went to visit the Cratchet family). Ex. Tell how the meaning of the story would change if the author chose to end it at a different point. **Level II AA Students will:** **EERL.11-12.5**. Identify alternative endings that match the overall meaning of the story. Ex. After reading a story and demonstrating understanding of the overall meaning, select an alternative ending that would change the meaning of the story from a choice of three. **Level I AA Students will:** **EERL.11-12.5.** Identify the beginning and ending of a story. Ex. Using sequence cards, select or point to beginning and ending.
RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	**EERL.11-12.6.** Identify the intended meaning to match what an author wrote.	**Level IV AA Students will:** **EERL.11-12.6.** Describe the difference between what the author or a character said and what he or she really meant. Ex. Given something an author said, select from choices a statement that best describes what the author really meant. **Level III AA Students will:** **EERL.11-12.6.** Identify the intended meaning to match what an author wrote. Ex. From choices, select an example of when an author said one thing but

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		meant another (e.g., The author said "That's just great!" but really meant "That's not good."). **Level II AA Students will:** **EERL.11-12.6.** Recognize the literal meaning of what the author said. Ex. Identify the picture that best illustrates a sentence written by the author. Ex. Given choices, identify a word or phrase that means the same thing as what the author intended. **Level I AA Students will:** **EERL.11-12.6.** Identify something a character said. Ex. Given choices, identify something a character said.
Integration of Knowledge and Ideas. **RL.11-12.7.** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	**EERL.11-12.7.** Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.	**Level IV AA Students will:** **EERL.11-12.7.** Compare and contrast two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem. Ex. Using a graphic organizer (e.g., a Venn diagram), compare and contrast a story, poem, or drama presented in different ways. Ex. Given two opinions of what a story's message is and explain the differences between them. **Level III AA Students will:** **EERL.11-12.7.** Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem. Ex. Using a graphic organizer, compare two ways that the same character is presented in two different interpretations of the same story (e.g., In the

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		video, this person was bad; in the story, this person was good.). Ex. Compare two ways that the same event is presented in two different interpretations of the same story (e.g., In the video, the ending is happy; in the story, the ending was sad.). **Level II AA Students will:** **EERL.11-12.7.** Compare a familiar story with a video version of the same story. Ex. Using a Venn diagram, find similarities between a familiar story and a video on the same story. **Level I AA Students will:** **EERL.11-12.7.** Identify the familiar book that matches a video version of the same story. Ex. After watching a portion of a video based on a familiar story, select the book that matches the video from a selection of two or more books.
RL.11-12.8. (Not applicable to literature)	**EERL.11-12.8.** N/A	
RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	**EERL.11-12.9**. Compare and contrast elements of American literature to other literary works, self, or one's world. (Compare themes, topics, locations, context, and point of view.)	**Level IV AA Students will:** **EERL.11-12.9.** Analyze how elements of American literature relate to other literary works, self, and the world. Ex. Analyze themes (e.g., education, family, culture) in American literature and relate them to own experience. Ex. Analyze themes (e.g., education, family, culture) in American literature and relate them to world literature. **Level III AA Students will:** **EERL.11-12.9.** Compare and contrast elements of American literature to

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		other literary works, texts, self, or one's world. (Compare themes, topics, locations, context, and point of view.) Ex. Compare and contrast common themes across more than one source of American literature (e.g., "What is something you have read about in more than one book or story?"). Ex. Compare and contrast the settings of a work of American literature and another literary works. **Level II AA Students will:** **EERL.11-12.9.** Compare and contrast elements of American literature to self. Ex. Compare relationships of characters in the story and their relationships with others (e.g., "He has a friend and I do too."). Ex. Compare and contrast the setting (time and location) of the story and where they live (e.g., "The story was long ago, not today."). **Level I AA Students will:** **EERL.11-12.9.** Identify similarities between elements of American literature and self. Ex. Identify similarities between the character(s) in a piece of American literature and self (e.g., "both boys"). Ex. Identify similarities between the setting in a piece of American literature and where they live (e.g., "trees").
Range of Reading and Level of Text Complexity. **RL.11-12.10**. By the end of grade 11, read and	**EERL.11-12.10.** **This Literature Essential Element references all elements above.	

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comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.		

Eleventh-Twelfth Grade English Language Arts Standards: Reading (Informational Text)

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Key Ideas and Details. **RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	**EERI.11-12.1.** Cite textual evidence to determine where informational text leaves matters uncertain.	**Level IV AA Students will:** **EERI.11-12.1.** Cite evidence to show how information that is missing or leaves matters uncertain in the text impacts meaning(s) and purpose. Ex. Use textual evidence to make inferences about information that is missing or uncertain in the text. Ex. Describe how claims are used in propaganda to persuade opinions. **Level III AA Students will:** **EERI.11-12.1.** Cite textual evidence to determine where informational text leaves matters uncertain. Ex. Use evidence from the text to identify where information is missing or uncertain or ambiguous. Ex. Cite details as evidence for conjectures about what might happen that was not stated in text (e.g., *The man will get the job because he answered all the questions in the interview.*). Ex. Explain how stated information is used to support unstated opinions. Ex. Tell if people will buy a product of a commercial because the commercial is believable or not. **Level II AA Students will:** **EERI.11-12.1.** Identify meaning(s) and purpose of the text. Ex. Identify that information is missing from the text. Ex. Identify the intended audience for the text. **Level I AA Students will:** **EERI.11-12.1.** Identify types of informational texts. Ex. Identify one key idea in the text. Ex. Sequence events in the text.

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RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	**EERI.11-12.2.** Provide a summary of an informational text.	**Level IV AA Students will:** **EERI.11-12.2.** Provide a summary of an informational text for a specified purpose. Ex. Summarize a newspaper article to use in answering discussion questions about a current event. Ex. Summarize the steps in a laboratory procedure to use in showing how a hypothesis provided by the teacher was tested. Ex. Summarize informational texts to use in classifying them as appropriate and inappropriate sources of information. **Level III AA Students will:** **EERI.11-12.2.** Provide a summary of an informational text. Ex. Summarize a newspaper article on a current event. Ex. Summarize what they did in a laboratory procedure. Ex. Summarize key events from a historical text. **Level II AA Students will:** **EERI.11-12.2.** Provide a summary of a portion of a text. Ex. Before reading a chapter in a book, summarize what has happened so far (e.g., The teacher asks the student to summarize what has happened thus far.). Ex. While reading an informational text, summarize what happened (e.g., The teacher stops after reading an important section and asks the student to summarize what happened.). **Level I AA Students will:** **EERI.11-12.2.** Identify forms of media. Ex. Name the types of media (e.g., “Which one is a newspaper?”). Ex. Describe the type of information presented in media.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	**EERI.11-12.3.** Explain how specific events develop over the course of the text.	**Level IV AA Students will:** **EERI.11-12.3**. Explain how several events develop and interact over the course of the text. Ex. Explain the impact of event A on event B in the text. Ex. Infer what would happen in the text if event A did not occur. **Level III AA Students will:** **EERI.11-12.3.** Explain how specific events develop over the course of the text. Ex. Explain how the actions of one individual result in the actions of another individual (e.g., "The man robbed a bank so the policeman arrested him."). Ex. Given a series of statements from an informational text reflecting how one action led to another, put them in correct sequence. **Level II AA Students will:** **EERI.11-12.3.** Identify the relationship between events in an informational text**.** Ex. Identify an event from an informational text that resulted from a previous event (e.g., Given a picture of lava running down the side of a mountain, the student selects from two choices a picture of a volcano exploding.). Ex. Given an event from an informational text, match it to the next likely occurrence. **Level I AA Students will:** **EERI.11-12.3.** Match informational sources. Ex. Match historical documents on the same topic (e.g., similar words in title or heading).

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		Ex. Match media danger warnings (e.g., radio or television for tornados) to warning signs (e.g., Directions to go to basement during a tornado warning.).
Craft and Structure. **RI.11-12.4**. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	**EERI.11-12.4.** Determine the meaning of words or phrases within an informational text.	**Level IV AA Students will:** **EERI.11-12.4.** Determine the meaning of phrases used in an informational text. Ex. Match figurative drawings with meanings. Ex. Explain how word choice impacts the meaning and purpose of an informational text (e.g., using words like *danger* tells the reader the text is about safety). **Level III AA Students will:** **EERI.11-12.4.** Determine the meaning of words or phrases within an informational text. Ex. Identify words or phrases with multiple meanings. Ex. Use context to determine the meaning of words in an informational text. **Level II AA Students will:** **EERI.11-12.4.** Identify the meaning of words. Ex. Given more than one meaning, match words with their meanings. Ex. Given more than one picture, match words with the appropriate picture that best demonstrates the meaning of the word. Ex. Identify informational words important to the student (e.g., *library*, *computer*, *textbooks*, *study hall*, and other content-specific vocabulary.).

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
		Level I AA Students will: **EERI.11-12.4.** Match a word to a picture from a text. Ex. Match a word to a picture, drawing, or sketch.
RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	**EERI.11-12.5.** Determine how the author's choice of where to make an argument contributes to the meaning.	**Level IV AA Students will:** **EERI.11-12.5.** Explain how the author's choice of structure makes an argument more convincing. Ex. Read or listen to an informational text and indicate which phrases support the author's argument and tell how those phrases make the author's argument more convincing. **Level III AA Students will:** **EERI.11-12.5.** Determine how the author's choice of where to make an argument contributes to the meaning. Ex. Show where in an informational text an author makes an argument and tell how that choice makes the argument more convincing (e.g., You pay attention to details because the argument is up-front instead of being put in the middle.). Ex. Identify transitional words that allow the reader to follow the argument the author is making (e.g., *first*, *then*, *next*, and *last*). **Level II AA Students will:** **EERI.11-12.5.** Identify key words that support author's choice of structure. Ex. Read or listen to a story and identify the key words in an informational text. Ex. Given word choices, identify the bold or italicized words.

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		Level I AA Students will: **EERI.11-12.5.** Identify bold words. Ex. Point to or otherwise indicate words that are in bold type in a text.
RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	**EERI.11-12.6.** Determine how the author's style affects the purpose of the text.	**Level IV AA Students will:** **EERI.11-12.6.** Determine the author's point of view and explain how the author's style affects the purpose of the text. Ex. Identify key words or phrases that demonstrate the author's opinions. Ex. Describe the author's feelings on the subject and select words or phrases that exemplify the author's style. **Level III AA Students will:** **EERI.11-12.6.** Determine how the author's style affects the purpose of the text. Ex. Select word choice from the text that suggest its purpose (e.g., *happy*, *sad*, *excited*, *danger*, *warning*, *caution*). Ex. Select words or phrases that exemplify the author's style. **Level II AA Students will:** **EERI.11-12.6.** Determine an author's purpose. Ex. "What is the author trying to tell you?" Ex. Given choices (e.g., *to tell how to do something*, *to keep people safe*), answer, "Why do you think the author wanted to write this?" **Level I AA Students will:** **EERI.11-12.6.** Identify the purpose of informational text. Ex. Identify what information a graph depicts (e.g., meaning of warning signs).

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		Ex. Given a word and a choice of purpose, identify the purpose (e.g., danger, location name, directions).
Integration of Knowledge and Ideas. **RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	**EERI.11-12.7.** Analyze information presented in different media on related topics to answer questions or solve problems.	**Level IV AA Students will:** **EERI.11-12.7.** Compare and analyze information presented from different media to answer questions or solve problems. Ex. Compare information from two computer or digital sources to determine the best information to complete research to answer questions or solve problems. Ex. Compare information for two types of media and determine which best answers the questions or solves the problem. **Level III AA Students will:** **EERI.11-12.7.** Analyze information presented in different media on related topics to answer questions or solve problems. Ex. Use visuals to answer questions. Ex. Use a computer or digital device to answer questions or complete research to answer questions. **Level II AA Students will:** **EERI.11-12.7.** Use visually presented material to answer questions. Ex. Select a picture that indicates an answer to questions. Ex. Use visuals to illustrate answers to questions or identify key information from text. Ex. Use graphics to answer questions. **Level I AA Students will:** **EERI.11-12.7.** Attend to text in various media. Ex. Track information presented on a computer screen.

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		Ex. Follow directions from a basic instructional video.
RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).	**EERI.11-12.8.** Explain how U.S. texts inform citizens' rights.	**Level IV AA Students will:** **EERI.11-12.8.** Evaluate and explain how U.S. texts inform citizens' rights to advocate. Ex. Participate in discussion about citizens' rights. Ex. Create classroom or school rights. Ex. Explain how citizens' rights outlined in U.S. documents impact society (past and present). **Level III AA Students will:** **EERI.11-12.8.** Explain how U.S. texts inform citizens' rights. Ex. Given a right stated in a U.S. text, explain what it means to the student. Ex. Illustrate or select clipart to illustrate a right of U.S. citizens provided by the government. Ex. Discuss the relationship between historical U.S. documents and self. **Level II AA Students will:** **EERI.11-12.8.** Identify U.S. citizens' rights. Ex. Given choices and examples, select their rights. Ex. Given examples of actions, identify those that a person has the right to do. **Level I AA Students will:** **EERI.11-12.8.** Recognize U.S. citizens' rights. Ex. Given representations of actions and asked if the person has a right to do it (e.g., person hitting someone, person taking something from someone, person going to school, person crossing a street on a walking signal), answers "yes" or "no".

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RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	**EERI.11-12.9**. Determine the purposes of foundational U. S. documents of historical significance.	**Level IV AA Students will:** **EERI.11-12.9.** Compare and contrast foundational U.S. documents of historical significance for their purposes. Ex. Shown two historical documents (e.g., Bill of Rights and Constitution) and discussing their purpose with the teacher, indicate the common theme of the historical documents (e.g., rights, freedom). **Level III AA Students will:** **EERI.11-12.9.** Determine the purposes of foundational U.S. documents of historical significance. Ex. Given choices, match the Declaration of Independence to its purpose of separating from England/becoming our own nation. Ex. Given choices, match the Bill of Rights to its purpose of giving rights to U.S. citizens. **Level II AA Students will:** **EERI.11-12.9.** Identify important U.S. documents. Ex. When given choices, select significant U.S. documents (e.g., Bill of Rights, Declaration of Independence). **Level I AA Students will:** **EERI.11-12.9.** Match significant U.S. documents with their representations. Ex. When given visuals of significant U.S. documents, match pictures with the same document.

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Range of Reading and Level of Text Complexity. **RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EERI.11-12.10.** **This Essential Element references all elements above.	

Eleventh-Twelfth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
Text Types and Purposes. **W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing	**EEW.11-12.1.a-b.** Write to express an opinion with supporting information about a topic or text and a concluding statement.	**Level IV AA Students will:** **EEW.11-12.1.a-b.** Write an argument to support a claim, introduce counter claims, and provide reasons or evidence from multiple sources. Ex. Write a claim about something happening at school (e.g., *The team is good.*), an argument to support the claim (e.g., *Joe is on the team.*), and a reason (e.g., *He is good.*) and introduce a counterclaim (e.g., *The team is not winning.).* Ex. Write a claim (e.g., *Government class is bad.*) and an argument to support it (e.g., *It's too hard.*) with a reason (e.g., *too many new words*) and introduces a counterclaim (e.g., *Government class talks are fun.*). **Level III AA Students will:** **EEW.11-12.1.a-b.** Write to express an opinion with supporting information about a topic or text and a concluding statement. Ex. Write about a personal opinion and give more than one reason supporting the claim. Ex. Given a statement, express agreement or disagreement and give more than one reason why. **Level II AA Students will:** **EEW.11-12.1.a-b.** Write a claim and an argument to support it with one clear reason or piece of evidence. Ex. Write a claim about something happening at school (e.g., *The team is good.*), an argument to support the claim (e.g., *Joe is on the team.*), and a reason (e.g., *He is good.).* Ex. Write a claim (e.g., *No running in the halls.*), an argument to support it (e.g., *It is the rule.*), and a reason (e.g., *Someone will get knocked down.).*

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out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.		**Level I AA Students will:** **EEW.11-12.1.a-b.** With guidance and support, write a claim. Ex. Use a ready-made set-up in multimedia software to choose words to write a claim. Ex. Following a teacher-led small-group discussion, during which the teacher adds key words to a chart, choose an argument from two positions (e.g., Technology is great. Technology is making us stupid.), and write, using word prediction software and a talking word processor, along with teacher guidance and support as needed, ideas to support the claim.
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	**EEW.11-12.1.c.** N/A	
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the	**EEW.11-12.1.d.** N/A	
e. Provide a concluding statement or section	**EEW.11-12.1.e.** N/A	

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that follows from and supports the argument presented.		
W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting	**EEW.11-12.2.a-b.** Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.	**Level IV AA Students will:** **EEW.11-12.2.a-b.** N/A **Level III AA Students will:** **EEW.11-12.2.a-b.** Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed. Ex. Research a topic of interest and write about it using evidence from several texts. Ex. Write about a topic of interest drawing on evidence from several websites and incorporating graphics to support meaning. Ex. Write about an assigned topic including three or more facts or concrete details drawn from multiple sources. **Level II AA Students will:** **EEW.11-12.2.a-b.** Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write a short report for a class including illustrations or clipart to support understanding. Ex. Write to describe a school sporting event saying who was involved (*coach, team, kids*) and what happened (*hard game, we won).* **Level I AA Students will:** **EEW.11-12.2.a-b.** With guidance and support, write to convey ideas and

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		information. Ex. Given choices and a variety of writing tools, complete a writing sample about a given subject or topic. Ex. Organize three topically related pictures from a choice of several, and with teacher guidance and support as needed, write about a preferred topic using the pictures to guide thinking, word prediction software to assist spelling, and a talking word processor to monitor idea construction.
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	**EEW.11-12.2.c.** N/A	
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	**EEW.11-12.2.d.** N/A	

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e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**EEW.11-12.2.e.** N/A	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**EEW.11-12.2.f.** N/A	
W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its	**EEW.11-12.3.** Select an event or personal experience and write about it. a-c. Introduce an experience or situation, at least one character, and describe multiple events in sequence.	**Level IV AA Students will:** **EEW.11-12.3.a-c.** Introduce an experience or situation including multiple characters and the description of multiple events in sequence. Ex. Provide an introduction of a problem, situation, or event; introduce multiple characters; and use simple sentences to write about multiple events. Ex. After reading and discussing a non-fiction text, write a summary about an event, the situation, the actors, and the actions. **Level III AA Students will:** **EEW.11-12.3.a-c.** Introduce an experience or situation, at least one

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significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).		character, and describe multiple events in sequence. Ex. Provide an introduction of a problem, situation, or event; introduce the narrator or characters; and use sequencing to establish tone and outcomes (e.g., a sense of mystery, suspense, growth, and resolution). Ex. Produce a writing sample that describes a recent or imagined event of interest (e.g., vacation, field trip, walk on the moon, flying in the air) including characters and descriptions of multiple events in sequence. Ex. After reading and discussing a history or science text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes in a talking word processor into a summary about an event (e.g., immigrants coming to America), the situation (not enough food), the actors (immigrants), the actions (got in ship, come to America, get jobs). **Level II AA Students will:** **EEW.11-12.3.a-c.** Introduce an experience or situation describing at least one character and one event. Ex. Provide an introduction of a situation or event, introduce a character, and relate one thing that happened. Ex. Produce a writing sample that describes a recent event of interest (e.g., vacation, field trip, science class experiment) including a character and describing one thing that happened. Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about <event>. The immigrants <did what two things> because <what did they want>.).

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		Level I AA Students will: **EEW.11-12.3.a-c.** With guidance and support, write about a personal experience. Ex. Use word prediction software and teacher support and guidance (e.g., The teacher asks, "Where did you go? What did you see? Hear? Do?") to write about a vacation, selecting pictures of the people who went (*mom, dad, and me*) and events (*beach, swimming, and fishing*). Ex. Use words or symbols provided by the teacher to write about daily events. Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (*Go farm. Happy.*), which the teacher will write below the photo and read aloud as the student observes. Ex, With teacher guidance and support as needed throughout every step of the process: select three digital photos of a recent field trip, brainstorm words and ideas about what happened with a small group of peers, entering the ideas in a graphic organizer, convert the graphic to a text outline, and write under each picture what happened, using word prediction software with a topic dictionary related to the experience and a talking word processor.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	**EEW.11-12.3.d.** N/A	

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e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**EEW.11-12.3.e.** N/A	
Production and Distribution of Writing. **W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EEW.11-12.4.** Produce writing that is appropriate to a particular task, purpose, and audience.	**Level IV AA Students will:** **EEW.11-12.4.** N/A **Level III AA Students will:** **EEW.11-12.4.** Produce writing that is appropriate to a particular task, purpose, and audience. Ex. Complete a job application using a talking word processor. Ex. Make a list of things to pack for a trip using a talking word processor with word prediction software. Ex. Write a friendly letter to a friend. Ex. Use a form to write a note complaining about service to a business. **Level II AA Students will:** **EEW.11-12.4.** With guidance and support, produce writing that is appropriate to the task, purpose, or audience. Ex. Use a set of guidelines, word prediction software, and a talking word processor to write a friendly letter with a greeting, body, and a closing. Ex. Fill in words on a complaint form to a business using a word bank provided by a teacher. Ex. Make a list of three or four steps needed to complete a cooking task by responding to questions in graphic organizer software (e.g., List all the things you did. What did you do first? What did you do next? What was

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		the last thing you did?), which is then converted to a text outline and imported into a talking word processor, where students expand on the notes and check accuracy. **Level I AA Students will:** **EEW.11-12.4.** With guidance and support, write. Ex. Given choices and a variety of adaptive writing tools, complete a writing sample (word or words) about a given subject or topic. Ex. Use photos to prompt topic focus and a keyboard to type letters to type interactively with a peer who provides a model by writing conventionally but simply. Ex. Use multiple message voice output device interfaced with a computer and help from an adult who navigates to the desired page to make a list of free choice activities and then types letter-by-letter about each activity.
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**EEW.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, and rewriting.	**Level IV AA Students will:** **EEW.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, and rewriting for a specific purpose and audience. Ex. Complete the writing process and use various resources for revising (e.g., peer and teacher feedback, rereading with a talking word processor), and editing (e.g., a word wall, spell check, word prediction software) to complete writings for various purposes. Ex. Edit a writing sample using various resources to make the sample more descriptive. **Level III AA Students will:** **EEW.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, and rewriting. Ex. With teacher guidance and support upon request, complete the writing

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		process and use various resources for revising (e.g., peer and teacher feedback, rereading with a talking word processor), and editing (e.g., a word wall, spell check, word prediction software) to complete writings for various purposes. Ex. Use the writing process and various resources to summarize information to make it clear. **Level II AA Students will:** **EEW.11-12.5.** Develop and strengthen writing by planning and writing. Ex. With teacher guidance and support as needed, after reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise as a summary of learning based on peer feedback. Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down. Ex. Fill in an outline before beginning the writing process (topic, three details, and conclusion) and use it to write. Ex. Work with peers to plan a written report of their research project. Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it. **Level I AA Students will:** **EEW.11-12.5.** With guidance and support, develop and strengthen writing by planning and revising. Ex. Complete a graphic organizer with a peer, a group, or an adult and use

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		it to add more information to a writing sample, and add new information based on specific teacher feedback. Ex. With teacher guidance and support, word prediction software (e.g., The teacher asks, "What sound do you hear at the beginning of *cat*?"), talking word processor (e.g., The teacher says, "It said *car*. I thought you were trying to write *cat*. What can we change to make it say *cat*? What else can you say about the *cat*?"), write about familiar pictures from a favorite text, and, following peer feedback, repeat the process the next day.
W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	**EEW.11-12.6.** Use technology, including the Internet, to produce, publish and update an individual or shared writing project.	**Level IV AA Students will:** **EEW.11-12.6.** Use technology, including the Internet, to produce, publish, revise, and update individual writing products based on feedback. Ex. Use technology to update, edit, and revise a piece of own writing. Ex. Use talking word processer to listen to first draft and decide what information to add, spell check and grammar check to edit, and then export digital draft to class wiki. Ex. Having published a draft in a digital writing environment (e.g., website, wiki, blog), review comments of classmates about the draft, download it to a talking word processor with word prediction software, revise it based on the feedback, and upload back to the digital writing environment. **Level III AA Students will:** **EEW.11-12.6.** Use technology, including the Internet, to produce, publish, and update an individual or shared writing project. Ex. Use technology with peers to complete a shared electronic writing product and print it out (e.g., a list of tasks to complete a project, a short report). Ex. Use technology to fill in a writing frame (e.g., letter, application) to

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		produce individual writing. Ex. Compose a text in comic software, export it to a talking word processor to check for meaning, revise, and re-upload. Ex. Use word prediction software to make entries in the class blog or wiki on various topics. **Level II AA Students will:** **EEW.11-12.6.** Use technology, including the Internet, to produce an individual or shared writing project. Ex. After reviewing and discussing a shared writing product, add sentences to complete an electronic shared writing product and print it out. Ex. Use technology to add a sentence in an electronic shared writing product. Ex. Use online communication software to text message with an e-buddy in another classroom or school. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. **Level I AA Students will:** **EEW.11-12.6.** Use technology to produce a writing sample. Ex. Use a computer to produce a writing sample. Ex. Use a keyboard to type letters and words interactively with a peer or adult who types simple, conventionally spelled messages. Ex. Use a keyboard programmed for only alphabet letters and a space bar, word prediction software, and a talking word processor with a peer model to take turns typing text messages in instant messaging software.

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Research to Build and Present Knowledge. **W.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**EEW.11-12.7.** Conduct short research projects to answer questions posed by self and others using multiple sources of information.	**Level IV AA Students will:** **EEW.11-12.7.** Conduct research projects to answer questions posed by self and others using multiple sources of information. Ex. Interact with a variety of websites using a screen reader to access the information in order to answer questions posed by the teacher and generate additional questions of his or her own. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they do so. **Level III AA Students will:** **EEW.11-12.7.** Conduct short research projects to answer questions posed by self and others using multiple sources of information. Ex. Interact with a variety of websites using a screen reader to access the information in order to answer question posed by the teacher and to generate two additional questions. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a website and a book to answer questions they posed in the W column and take notes in the L column as they do so. **Level II AA Students will:** **EEW.11-12.7.** Conduct short research projects to answer questions using one or more sources of information. Ex. Read a text posted on an interactive whiteboard, highlight the answer to a question posed by the teacher, and then use word prediction software to comment on the highlighted information. Ex. Given a question and text posted on an interactive whiteboard,

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		research to find the answer to a question and highlight the answer, and then using word prediction software and a talking word processor elaborate on the highlighted information. **Level I AA Students will:** **EEW.11-12.7.** With guidance and support, answer questions based on a text or other source of information. Ex. With guidance and support, answer a yes or no question about an experience described in a text, and then use an adapted keyboard with only alphabet letters, a space bar, and a period along with word prediction software and a talking word processor to type letters and words to expand their answer. Ex. With guidance and support, answer multiple-choice questions about information provided in a text and then use an adapted keyboard with only alphabet letters, a space bar, and a period along with word prediction software and a talking word processor to type letters and words to expand their answer.
W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text	**EEW.11-12.8**. Select information from multiple sources and use the information to write answers to research questions.	**Level IV AA Students will:** **EEW.11-12.8.** Select information, including quotes, from multiple sources and use the information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, select information about the topic and use the information to answer questions using direct quotes from the websites. Ex. Given a problem and bookmarked websites, use at least two sources to show a solution to the problem. **Level III AA Students will:** **EEW.11-12.8.** Select information from multiple sources and use the

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selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, use a screen reader to read the sites and select information about the topic. Then, use the information to answer questions. **Level II AA Students will:** **EEW.11-12.8**. With guidance and support, select information from multiple sources and use the information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site and copy/paste information to answer the questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site, listen and read the information with a screen reader, and use word prediction software with a talking word processor to write their answers. **Level I AA Students will:** **EEW.11-12.8.** With guidance and support, use information from one source to answer a question. Ex. Given a guiding question, use a single message voice output communication device to say, "That's it" when the teacher reads something from a teacher-selected text that answers the question, and then use an adapted keyboard with only alphabet letters, a space bar, and a period along with word prediction software and a talking word processor to type letters and words to expand their answer. Ex. With teacher guidance and support as needed with any of the steps: given a topic, a single bookmarked website, a *what* or *where* question, use

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		a screen reader to listen to and read the information at the site, and use word prediction software with a talking word processor and adapted keyboard presenting only alphabet letters, a space bar, and a period, write an answer.
W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").	**EEW.11-12.9.** Cite evidence from literary or informational texts. a. Apply *Grades 11-12 Essential Elements for Reading Standards* to literature (e.g., "Compare and contrast elements of American literature to other literary works, self, or one's world. [Compare themes, topics, locations, context, and point of view].").	**Level IV AA Students will:** **EEW.11-12.9.a.** N/A **Level III AA Students will:** **EEW.11-12.9.a.** Apply *Grades 11-12 Essential Elements for Reading Standards* to literature (e.g., "Compare and contrast elements of American literature to other literary works, self, or one's world. [Compare themes, topics, locations, context, and point of view]."). Ex. Write to compare and contrast common themes across more than one source of American literature (e.g., "What is something you have read about in more than one book or story about this topic?"). Ex. Use a compare/contrast template in graphic organizing software to generate ideas about two texts, convert the graphic to text format, and expand the ideas into narrative form. **Level II AA Students will:** **EEW.11-12.9.a.** With guidance and support, apply *Grades 11-12 Essential Elements for Reading Standards* to literature (e.g., "Compare and contrast elements of American literature to other literary works, self, or one's world. [Compare themes, topics, locations, context, and point of view]."). Ex. Given a variety of writing tools, write to compare relationships of characters in the story and their relationships with others.

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		Level I AA Students will: **EEW.11-12.9.a.** With guidance and support from adults and peers, participate in shared writing activities that apply *Grades 11-12 Essential Elements for Reading Standards* to literature (e.g., "Compare and contrast elements of American literature to other literary works, self, or one's world. [Compare themes, topics, locations, context, and point of view]."). Ex. Use adaptive writing tools to write a caption for an illustration from a piece of American literature that is similar to something familiar in one's own world. Ex. After reading two very basic texts on similar topics, indicate "same" or "different" as the teacher displays two pages, focusing first on the illustrations and later on the text content, and the teacher adds the responses to a chart. Ex. After listening to an e-buddy read aloud a simple text over Internet videoconferencing, exchange e-mails in which the e-buddy includes references to themes, topics, etc. in each message. Then, identify it with teacher guidance and support, and using word prediction software and a talking word processor, type a message indicating the text line and page of the reference or quote and a comment about it.
a. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional	**EEW.11-12.9.b.** Apply *Essential Elements of Grade 11-12 Reading Standards* to nonfictional or informational texts (e.g., "Explain how U.S. texts inform citizens' rights.").	**Level IV AA Students will:** **EEW.11-12.9.b.** N/A **Level III AA Students will:** **EEW.11-12.9.b.** Apply *Essential Elements of Grade 11-12 Reading Standards* to nonfictional or informational texts (e.g., "Explain how U.S. texts inform citizens' rights."). Ex. Given a right, write a statement about what it means to the student.

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principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").		Ex. Illustrate or select photos from a public domain website to illustrate a right provided by the government and write a caption for the illustration. **Level II AA Students will:** **EEW.11-12.9.b.** With guidance and support, apply *Essential Elements of Grade 11-12 Reading Standards* to nonfictional or informational texts (e.g., "Explain how U.S. texts inform citizens' rights."). Ex. Given choices and examples, select their rights and write a phrase about one that is important to them using any technologies required for independence. Ex. Given examples of actions, identify those that a person has the right to do and write an example of it using the choices provided and any technologies required for independence. **Level I AA Students will:** **EEW.9-10.9.b.** With guidance and support from adults and peers, participate in shared writing activities that apply *Essential Elements of Grade 11-12 Reading Standards* to nonfictional or informational texts (e.g., "Explain how U.S. texts inform citizens' rights."). Ex. Use voice output communication devices to interact with peers during collaborative writing projects asking them to read aloud and point to text as they do so, and indicating "yes" or "no" to keep the information in the text. For "no" responses, peers will defend evidence with text references or eliminate as directed. Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project.

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Range of Writing. **W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**EEW.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.	**Level IV AA Students will:** **EEW.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences. Ex. Complete documents important for career (e.g., job applications, letter of introduction, resume). Ex. Use online, interactive writing environments to write entries, comments, and questions about shared interests. **Level III AA Students will:** **EEW.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences. Ex. Keep a journal. Ex. Correspond regularly with a pen pal or e-pal. Ex. Complete in-class assignments. **Level II AA Students will:** **EEW.11-12.10.** Write routinely for a range of tasks, purposes, and audiences. Ex. Using word prediction software, a topic-specific dictionary, and a talking word processor, write notes to the school principal and the teacher about an upcoming event. Ex. Using word prediction software, a topic-specific dictionary, and a talking word processor, complete a short research report and then review and revise it. Ex. With word prediction software, write labels to go with a display for a group research project.

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		Level I AA Students will: **EEW.11-12.10.** With guidance and support, write for a variety of purposes and audiences. Ex. Given a variety of adaptive writing tools, participate in group writing projects. Ex. After shared reading of an informational passage and nodding to agree when the teacher repeats a statement from the passage, use a multiple message voice output device with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud via a talking word processor, screen reader, or a peer to the student. Ex. Given photos of experience, with teacher guidance and support, choose an e-mail header (e.g., Trip to the Museum, Making Salsa), use word prediction software and a talking word processor to write about the pictures and the experience, and send the pictures and writing as e-mail attachments to the e-pal.

Eleventh-Twelfth Grade English Language Arts Standards: Speaking and Listening

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Comprehension and Collaboration. **SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	**EESL.11-12.1.** Initiate and participate in collaborative discussions. a. Prepare for discussions by collecting information on the topic.	**Level IV AA Students will:** **EESL.11-12.1.a.** Prepare for discussions by collecting information on the topic and referring to it in the discussion. Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic, and then refer to that list during a discussion on the topic. Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information, and then refer to that highlighted information during a discussion on the topic. Ex. In preparation for a discussion, preprogram information about a topic on a multiple message voice output device and then use the preprogrammed messages during a discussion. **Level III AA Students will:** **EESL.11-12.1.a.** Prepare for discussions by collecting information on the topic. Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic. Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information. **Level II AA Students will:** **EESL.11-12.1.a.** Prepare for discussions by collecting information on the topic with a group. Ex. In preparation for a discussion, work with a peer or group of peers reading and/or listening to text or other multiple media sources to create a list of facts about an assigned topic. Ex. In preparation for a discussion, work with a peer or group of peers to

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		read with text displayed on an interactive whiteboard and highlight important information. **Level I AA Students will:** **EESL.11-12.1.a.** With guidance and support, prepare for a discussion by previewing pre-stored messages and then share those messages during the discussion. Ex. In preparation for a discussion, practice selecting four different messages from a multiple message voice output device programmed by the teacher, and then share the messages during a discussion. Ex. In preparation for a discussion, preview a message on a single message voice output device programmed by a peer by activating the message and attending to the peer's explanation, and then activate the message during the ensuing group discussion.
b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	**EESL.11-12.1.b.** Work with peers to set rules, goals, and deadlines to promote democratic discussions.	**Level IV AA Students will:** **EESL.11-12.1.b.** N/A **Level III AA Students will:** **EESL.11-12.1.b.** Work with peers to set rules, goals, and deadlines to promote democratic discussions. Ex. At the beginning of a discussion with peers, select from a list the rules that the group will follow and agree upon goals and deadlines based upon the teacher's assignment. Ex. During the initial stages of a discussion with peers, suggest a rule (e.g., take turns) and a goal (e.g., select pictures). **Level II AA Students will:** **EESL.11-12.1.b.** Work with peers to set rules for discussions.

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		Ex. Contribute own ideas (e.g., take turns) during a discussion of group rules, agree upon the rules the group decides. Ex. Work with peers to select rules they will follow from a list of possibilities. **Level I AA Students will:** **EESL.11-12.1.b.** Follow rules during discussions with peers. Ex. Take turns during the discussion by both listening to others and adding own comments. Ex. Ask questions when he or she needs clarification using preprogrammed questions on a multiple message communication device. Ex. Respond "yes" or "no" (vocalization, gesture, eye gaze, voice output device) when asked to vote as to whether or not to include a rule for group discussions.
c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	**EESL.11-12.1.c.** Ask and answer questions to verify or clarify own ideas and understandings during a discussion.	**Level IV AA Students will:** **EESL.11-12.1.c.** Ask and answer questions to verify or clarify ideas and understandings gained from content reading during discussions. Ex. Participate in a discussion on an assigned topic and ask questions to clarify or verify comments by peers (e.g., "What did you mean?" "Where did you find out?") and responding to questions to clarify own comments (e.g., "I don't know." "I read about it in the newspaper."). **Level III AA Students will:** **EESL.11-12.1.c.** Ask and answer questions to verify or clarify own ideas and understandings during a discussion. Ex. Participate in a discussion on an assigned topic and ask questions to clarify or verify understanding of comments by peers (e.g., "What did you mean?" "Where did you find out?") and respond to questions to clarify

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		own comments (e.g., “I don’t know.” “I saw it in this movie.”). Ex. While participating in a discussion, ask questions while peers are speaking to clarify their comments (e.g., “What does that mean?”) and answer questions posed by peers to verify own information (e.g., “Let me show you.”). **Level II AA Students will:** **EESL.11-12.1.c.** Ask and answer questions during a discussion. Ex. During a discussion, use preprogrammed questions on a multiple message voice output device to ask questions or peers (e.g., “Why?” “When did that happen?” “How do you know?”) and respond to questions by pointing to prepared responses or using the device to construct responses. Ex. During a discussion, answer questions about own contributions (e.g., Peer asks “What else do you know?” The student responds with another piece of information.) and ask questions of others (e.g., “Then what happened?”). **Level I AA Students will:** **EESL.11-12.1.c.** With guidance and support, ask or answer questions during a discussion. Ex. Answer questions posed by peers during a discussion (e.g., “yes” or “no,” single words, activate a voice output device with preprogrammed messages, point to a picture). Ex. Ask peers questions during a discussion (e.g., single words such as *who*, *what*, *where*; single word with a rising intonation; activating a voice output device with preprogrammed messages, “Can you tell me more?”).

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d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	**EESL.11-12.1.d.** Restate comments or claims made by others during a discussion.	**Level IV AA Students will:** **EESL.11-12.1.d.** Summarize comments or claims made by others during a discussion. Ex. Briefly summarize comments and claims made by others when a new peer joins the discussion. Ex. Summarize comments and claims made by peers for a teacher at the end of the discussion (e.g., "We want to go bowling on Friday. We think we have enough money. We can take the bus. It will be fun."). **Level III AA Students will:** **EESL.11-12.1.d**. Restate comments or claims made by others during a discussion. Ex. Briefly restate what others have said in the discussion on the topic when referring to their statements (e.g., "Bowling is fun. We need a ride there."). Ex. Briefly restate some comments or claims made by others when a new peer joins the discussion (e.g., "Brad likes the book. Kayla says it is boring."). Ex. Restate some comments and claims made by peers for a teacher at the end of the discussion ("Neesha wants bowling. We need $14 to go"). **Level II AA Students will:** **EESL.11-12.1.d.** Restate a comment or claim made by another. Ex. Briefly restate a comment made by a peer to seek clarification (e.g., "You went there?"). Ex. Restate a comment or claim made by a peer when asked, "What did she say?"

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		Level I AA Students will: **EESL.11-12.1.d.** Make a comment or claim during a discussion. Ex. Agree with something a peer says by indicating, "yes!" Ex. Use a preprogrammed communication device to make a comment during a discussion.
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	**EESL.11-12.2.** Determine the credibility and accuracy of information presented across diverse media or formats.	**Level IV AA Students will:** **EESL.11-12.2.** N/A **Level III AA Students will:** **EESL.11-12.2.** Determine the credibility and accuracy of information presented across diverse media or formats. Ex. Compare information on one topic from two or more Internet sources to determine the accuracy and credibility of both. Ex. Compare information on a topic in a book with the same topic described on the Internet. Ex. Given information from two sources, use strategies to decide which information is most accurate (e.g., Check with a known authority to verify information found on the Internet such as asking the school nurse about health information or a parent or adult about safety information.). **Level II AA Students will:** **EESL.11-12.2.** Determine the credibility of information presented in diverse media or formats. Ex. Use strategies to confirm the credibility of information gathered (e.g., Check with a known authority to verify information found on the Internet such as asking the school nurse about health information or a parent or adult about safety information.). Ex. Check information gathered from one source with the information

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		presented on the same topic in another source in order to determine its credibility. **Level I AA Students will:** **EESL.11-12.2.** With guidance and support, identify information presented in diverse media or formats. Ex. Work with a peer to search the web entering terms identified by the peer and scanning sites for information on a predetermined topic. Ex. After a peer explains information related to a topic, identify a related photo from an array displayed on an interactive whiteboard.
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	**EESL.11-12.3.** Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).	**Level IV AA Students will:** **EESL.11-12.3.** N/A **Level III AA Students will:** **EESL.11-12.3.** Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported). Ex. Given a video recording of a speaker, stop the video after each claim and determine when it is fact or opinion. Ex. Given a written record (notes) of the claims a speaker made, highlight each of the claims that are fact in one color and those that are opinion in a second color. Ex. Determine whether claims made by a speaker are fact or opinion by asking advice of a parent or teacher. Ex. Categorize statements made by peers as fact or opinion. Ex. Choose statements made by a peer that are fact (e.g., "Did the teacher tell you it was true in the past?").

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		Level II AA Students will: **EESL.11-12.3.** Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported). Ex. Given a written version of a single claim presented by a speaker, evaluate the claim to determine whether it is fact or opinion. Ex. After a peer makes a claim about a text being discussed, determine whether it is supported by the text. **Level I AA Students will:** **EESL.11-12.3.** Identify facts about self and state opinions. Ex. Given a list of facts about students in the class, identify those that are facts about self (e.g., I am a boy. I have brown hair. I have green eyes.), state an opinion (e.g., "Brown hair is nice."). Ex. Classify examples of fact or opinion about self when given choices.
Presentation of Knowledge and Ideas. **SL.11-12.4**. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development,	**EESL.11-12.4.** Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.	**Level IV AA Students will:** **EESL.11-12.4.** Organize and present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task. Ex. Organize information gathered through research including information that specifically shows both sides of an argument and present it during a discussion. **Level III AA Students will:** **EESL.11-12.4.** Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task. Ex. When asked to present on a community issue with two sides (e.g., building a new school), gather information, organize it, and present it.

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substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		Ex. Organize information gathered through research including information that specifically shows both sides of an argument and present it during a discussion. **Level II AA Students will:** **EESL.11-12.4.** Present information logically with an organization that is appropriate to purpose, audience, and task. Ex. Create a presentation about a class project beginning with a picture of the final product and explaining each step; then, present it at an open house for parents. Ex. Present information about a book being read in class starting with a statement of the topic and main idea of the book and following with important details that appear throughout. Ex. Given the steps required to prepare a recipe, sequence the information and state the directions as a peer prepares it for the class. **Level I AA Students will:** **EESL.11-12.4.** With guidance and support, present prepared information. Ex. Use a single message voice output device to present information prerecorded with the help of a peer or adult. Ex. Use a single switch to advance the slides in a multimedia presentation of information prepared with peers or a teacher.
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding	**EESL.11-12.5.** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.	**Level IV AA Students will:** **EESL.11-12.5.** Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest. Ex. Use video to support statement(s) made in an oral presentation. Ex. Use a combination of text, graphics, and video clips in a presentation

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of findings, reasoning, and evidence and to add interest.		about their own responsibilities as part of a unit on personal responsibility. Ex. Strategically place a text and graphic images on a tri-fold science display to add interest to a presentation on an assigned topic. **Level III AA Students will:** **EESL.11-12.5.** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding. Ex. Put text and graphics together in a multimedia presentation about own responsibilities as part of a unit on personal responsibility. Ex. Place a text and graphic images on a tri-fold science display and use it to support an oral presentation. **Level II AA Students will:** **EESL.11-12.5.** Select an image or other digital media to add to a presentation. Ex. Given an array of images selected by peers or an adult, select an image to add to a predetermined section of a presentation. Ex. Given a selection of short video clips edited by peers or an adult, select an image to include in a presentation. **Level I AA Students will:** **EESL.11-12.5.** Assist with media presentation. Ex. Indicate approval of images a peer has selected to include in a media presentation. Ex. Use a switch to make a presentation prepared with a group of peers.
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a	**EESL.11-12.6.** Adapt communication to a variety of contexts and tasks using	**Level IV AA Students will:** **EESL.11-12.6.** N/A

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command of formal English when indicated or appropriate. (See grades 11-12 Language Standards 1 and 3 for specific expectations.)	complete sentences when indicated or appropriate.	**Level III AA Students will:** **EESL.11-12.6.** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. Ex. Shift from informal communication with peers during a discussion to speaking in complete sentences when the teacher asks for a summary of the discussion. Ex. During lunch, adapt from informal, telegraphic speech when communicating with peers (e.g., holds up milk carton and says, "help") to complete sentences when an adult stops to ask a question (e.g., "We can go now."). Ex. During a discussion, speak in complete sentences to share prepared information and shift to informal language to respond to follow-up questions from peers. **Level II AA Students will:** **EESL.11-12.6.** Communicate in a variety of contexts and tasks using complete sentences when asked. Ex. Expand one-word response to a complete sentence when asked (e.g., The student says, "more" and expands it to say, "I want more." when asked.). Ex. Using a multiple message voice output device to expand a one-word response to a complete sentence when asked (e.g., The student says, "bad class," and expands it to say, "The class was bad." when asked to say it in a complete sentence.). **Level I AA Students will:** **EESL.11-12.6.** Communicate in a variety of contexts. Ex. When working with peers, eye gaze to choices offered by peers to make choices and contribute.

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		Ex. When working with a related services provider, select a symbol from an array of options to communicate a choice of activities. Ex. Use communication devices to communicate using language.

Eleventh-Twelfth Grade English Language Arts Standards: Language

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Conventions of Standard English. **L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	**EEL.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply understandings that conventions of English are required in some forms of communication (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend).	**Level IV AA Students will:** **EEL.11-12.1.a.** N/A **Level III AA Students will:** **EEL.11-12.1.a.** Apply understandings that conventions of English are required in some forms of communication (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend). Ex. Use different sentence structures and word choices for different forms of writing. Ex. Write a text or instant message effectively selecting the few words that best communicate the message. Ex. Use AAC device to compose short, telegraphic messages in informal, face-to-face communication but composes complete messages when writing (e.g., Asks friend, “Game today?” when speaking, but writes an e-mail to another friend, “Wanna go to the game tonight?”). **Level II AA Students will:** **EEL.11-12.1.a.** Write a variety of forms of communication to accomplish different purposes. Ex. Write an e-mail, letter, or text message to communicate with someone else. Ex. Write an informal note to the teacher asking a question. **Level I AA Students will:** **EEL.11-12.1.a.** Use language to meet a variety of communication purposes. Ex. Combine two symbols to make a request.

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		Ex. Use three words to thank someone. Ex. Combine two or more symbols to communicate.
b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.	**EEL.11-12.1.b.** Use appropriate resources to resolve issues involving grammar usage, punctuation, and spelling (e.g., end of sentence punctuation, commas, question marks, exclamation points, hyphenation, parentheses, and colons).	**Level IV AA Students will:** **EEL.11-12.1.b.** Select the appropriate resource from a collection to resolve issues involving grammar usage, punctuation, and spelling. Ex. Peer edit another student's writing sample to resolve issues in grammar, punctuation, and spelling. Ex. Record a reading of writing sample and playback audio to check for grammar usage. **Level III AA Students will:** **EEL.11-12.1.b.** Use appropriate resources to resolve issues involving grammar usage, punctuation, and spelling (e.g., end of sentence punctuation, commas, question marks, exclamation points, hyphenation, parentheses, and colons). Ex. Use a dictionary or thesaurus when provided by the teacher to find alternate words with similar meanings. Ex. Respond to electronic prompts for editing (e.g., spell check, grammar check, auto corrects, word prediction software). **Level II AA Students will:** **EEL.11-12.1.b.** Use resources to resolve issues involving spelling and word choice. Ex. Ask a teacher how to correct a misspelled word. Ex. Use spell check to find correct spellings.

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		Level I AA Students will: **EEL.11-12.1.b.** Identify words. Ex. When given a choice of words or pictures, select words from story.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions.	**EEL.11-12.2.** Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.	**Level IV AA Students will:** **EEL.11-12.2**. Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication. Ex. Generate lengthy texts that conform to conventions of English grammar and clearly conveys meaning. Ex. Write (letters, e-mails, notes) to others following conventions of English grammar and clearly conveying intended meaning. Ex. Engage in multiple-turn exchanges or extended discussions applying conventions of English grammar and communicating intended meaning successfully. **Level III AA Students will:** **EEL.11-12.2.** Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication. Ex. Write sentence-level texts that conform to conventions of English grammar and clearly conveys meaning. Ex. Read text observing rules of speech, pausing at ends of sentences, etc. **Level II AA Students will:** **EEL.11-12.2.** Use language to apply knowledge of conventions of English grammar to convey desired meaning in writing and communicate desired meaning. Ex. Identify words that appropriately relate to a conveyed meaning. Ex. Combine 2-3 symbols according to grammatical rules to successfully communicate intended meaning.

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		Level I AA Students will: **EEL.11-12.2.** Use language to communicate. Ex. Use 1-2 symbols to meet a variety of communication purposes.
b. Spell correctly.	**EEL.11-12.2.b.** N/A	
Knowledge of Language. **L.11-12.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	**EEL.11-12.3.** Use knowledge of language to achieve desired meaning when writing or communicating. a. Vary sentence structure using a variety of simple and compound sentence structures.	**Level IV AA Students will:** **EEL.11-12.3.a.** Use varied sentence structure in a single written product or communication exchange. Ex. Use simple, repetitive sentences to share information about a topic but vary sentence structures when writing a personal narrative. **Level III AA Students will:** **EEL.11-12.3.a.** Vary sentence structure using a variety of simple and compound sentence structures. Ex. Write a brief summary of a story read using a combination of simple and compound sentences. **Level II AA Students will:** **EEL.11-12.3.a.** Uses grammatically correct simple sentence structures in writing and communication. **Level I AA Students will:** **EEL.11-12.3.a.** Combines 2-3 words according to grammatical rules to write or communicate. Ex. Combine 2-3 symbols according to grammatical rules to successfully communicate intended meaning. Ex. Select 2-3 words from a word bank and combine them according to grammatical rules to successfully communicate intended meaning.

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L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**EEL.11-12.4.** Demonstrate knowledge of the meaning of words and phrases drawn reading and academic content. a. Use context to determine the meaning of unknown words.	**Level IV AA Students will:** **EEL.11-12.4.a.** N/A **Level III AA Students will:** **EEL.11-12.4.a.** Use context to determine the meaning of unknown words. Ex. Determine the meaning of unknown words using knowledge of the topic of the passage and the context surrounding the word. **Level II AA Students will:** **EEL.11-12.4.a.** Determine the meaning of a word in a sentence. Ex. Given choices of old and new words, correctly fills in a word to complete a sentence. **Level I AA Students will:** **EEL.11-12.4.a.** Recognize the meaning of word from a picture. Ex. Point to object (computer) in response to a word to indicate meaning. Ex. Choose symbol for small in response to teacher questions (e.g., When shown a picture of a mouse standing next to an elephant and the teacher says, "This mouse is tiny. Does tiny mean big or small?" The student chooses symbol for small.).
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).	**EEL.11-12.4.b.** N/A	

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c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	**EEL.11-12.4.c.** N/A	
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**EEL.11-12.4.d.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.	**Level IV AA Students will:** **EEL.11-12.4.d.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word. Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning. Ex. Look up an unfamiliar word in a primary dictionary to check the meaning. **Level III AA Students will:** **EEL.11-12.4.d.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Use the vocabulary look-up feature in a screen reader to check the

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		meaning of an unknown word. Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning. Ex. Look up an unfamiliar word in a primary dictionary to check the meaning. **Level II AA Students will:** **EEL.11-12.4.d.** With guidance and support, consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Double-click on a word to reveal the definition in multimedia reading software. Ex. With support getting to the correct page, look up an unfamiliar word in a primary dictionary to check the meaning. **Level I AA Students will:** **EEL.11-12.4.d.** Ask for clarification when needed. Ex. Indicate confusion or lack of understanding saying, “I don’t know.” Ex. Indicate “yes” or “no” when asked, “Do you understand?” or “Do you have any questions?” Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of	**EEL.11-12.5.** Demonstrate understanding of figurative language and words relationships. a. Interpret simple figures of speech	**Level IV AA Students will:** **EEL.11-12.5.a.** N/A **Level III AA Students will:** **EEL.11-12.5.a.** Interpret simple figures of speech encountered while reading or listening.

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speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	encountered while reading or listening.	Ex. Understand simile (e.g., My dog has a memory like an elephant.) when it is encountered when reading. Ex. Determine the difference between the literal meaning of metaphors (e.g., My cat is getting a big as a house.) and the actual meaning when reading or listening (e.g., My cat is fat.). **Level II AA Students will:** **EEL.11-12.5.a.** Understand common idioms and figures of speech. Ex. Given a representation of figurative language (e.g., picture for "It's raining cats and dogs"), answers "yes" or "no" to "Does this really happen?" **Level I AA Students will:** **EEL.11-12.5.a.** Understand common phrases. Ex. Responds appropriately when someone says phrases such as: *your turn, take one, look at that.*
b. Analyze nuances in the meaning of words with similar denotations.	**EEL.11-12.5.b.** N/A	
L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate	**EEL.11-12.6.** Use academic and domain-specific words and phrases for communication appropriate for the student's educational plans and career goals.	**Level IV AA Students will:** **EEL.11-12.6.** N/A **Level III AA Students will:** **EEL.11-12.6.** Use academic and domain-specific words and phrases for communication appropriately for one's own educational plans and career goals. Ex. Respond to a mock interview question specific to one's own educational plan.

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independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		**Level II AA Students will:** **EEL.11-12.6.** Use academic and domain-specific words and phrases when writing and for communication. Ex. Complete a job application specific to one's own educational plan. **Level I AA Students will:** **EEL.11-12.6.** Demonstrate understanding of general academic language. Ex. Point to, underline, or otherwise indicate new academic language.