

Utah Core Essential Elements and Range of Complexity Examples for English Language Arts

First Grade

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<http://schools.utah.gov/sars/Significant-Cognitive-Disabilities.aspx>

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COMMON CORE ESSENTIAL ELEMENTS AND COMPLEXITY EXAMPLES FOR FIRST GRADE

First Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>Key Ideas and Details</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p>	<p>EERL.1.1. Identify details in familiar stories.</p>	<p>Students will:</p> <p>EERL.1.1. Identify key details in familiar stories.</p> <p>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.</p> <p>Ex. In a familiar story, signal or otherwise indicate when a key detail has been read.</p> <p>Students will:</p> <p>EERL.1.1. Identify details in familiar stories.</p> <p>Ex. Point to the picture in <i>Little Bear</i> that shows what he is wearing that is keeping him warm in the snow.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p>

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		<p>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. Respond when, after reading <i>Frog and Toad</i>, the teacher says, “We have a frog just like the frog in the book in our aquarium. Can you show me the frog?”</p> <p>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.</p>
<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>EERL.1.2. Retell details from a familiar story.</p>	<p>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.</p>

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		<p>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.”</p> <p>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. Respond when, after telling a story, the teacher asks, “Who lived in a shoe?” Ex. Respond when, after watching a video, the teacher asks, “What type of animal is Nemo?”</p> <p>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.</p>

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<p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p>	<p>EERL.1.3. Identify characters and settings in a familiar story.</p>	<p>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 Berenstain Bears live in the woods in Bear Country. Ex. After listening to <i>Horton Hears a Who</i>, when given three pictures, pick the elephant as the main character.</p> <p>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.</p> <p>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 characters or setting in a story.</p> <p>Students will:</p>

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		<p>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, 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).</p>
<p>Craft and Structure</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>EERL.1.4. Identify sensory or feeling words in a familiar story.</p>	<p>Students will:</p> <p>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., <i>Today, I Feel Silly and Other Moods That Make My Day</i>), 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 <i>The Very Hungry Caterpillar</i>, pick hungry from three options when asked, “How was the caterpillar feeling?”</p> <p>Students will:</p> <p>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. Ex. Given a familiar picture book that includes illustrations that depict a feeling (e.g., <i>Today, I Feel Silly and Other Moods That Make My Day</i>), 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,</p>

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		<p>“When we are reading the story, hold up the card when you hear ‘happy’ or ‘sad.’”</p> <p>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 <i>see</i> with me.” Then, use an exaggerated pause before reading <i>see</i>). Ex. Choose from two pictures to identify a sensory or feeling word from the story.</p> <p>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, <i>Today, I Feel Silly and Other Moods That Make My Day</i>. 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!”</p>
<p>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.</p>	<p>EERL.1.5. Classify reading materials into storybooks and informational books.</p>	<p>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</p>

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		<p>informational books.</p> <p>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.</p> <p>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 <i>Three Pigs!</i>”). Ex. When asked to select a story to read, select a familiar storybook from the classroom library.</p> <p>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.</p>
RL.1.6. Identify who is telling the story at various	EERL.1.6. Identify a speaker in a familiar story.	<p>Students will: EERL.1.6. Identify the speaker or narrator in a story with multiple speakers</p>

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points in a text.		<p>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 <i>The Three Little Pigs</i>, indicate that the Wolf said “[He] will huff and puff and blow the house down.”</p> <p>Students will: EERL.1.6. Identify a speaker in a familiar story. Ex. Point to <i>Little Bear</i> when asked, “Who said he is cold?” Ex. Say the name of the character who is speaking as the story is being read.</p> <p>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 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.”</p> <p>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.</p>

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<p>Integration of Knowledge and Ideas.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>EERL.1.7. Identify details or illustrations that describe the characters or events in a familiar story.</p>	<p>Students will:</p> <p>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.</p> <p>Students will:</p> <p>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.</p> <p>Students will:</p> <p>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.</p> <p>Students will:</p> <p>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 <i>The Berenstain Bears Go to Camp</i>, look at pictures of bears.</p>
<p>RL.1.8. (Not applicable to literature)</p>	<p>EERL.1.8. N/A</p>	

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<p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>EERL.1.9. Identify the adventures or experiences of characters in a familiar story.</p>	<p>Students will: EERL.1.9. Compare the adventures or experiences of characters in a story. Ex. After reading <i>Frog and Toad Together</i> one or two times, identify pictures of characters doing something in the story. Ex. After reading <i>The Little Red Hen</i> one or two times, identify pictures that show the experiences of Hen in the story.</p> <p>Students will: EERL.1.9. Identify the adventures or experiences of characters in a familiar story. Ex. After <i>Frog and Toad Together</i> has been read often enough that it is familiar to the students, identify a picture of someone making cookies to show what Toad did in the story. Ex. After <i>The Little Red Hen</i> has been read often enough that it is familiar to the student, identify a picture that shows an experience of Hen in the story.</p> <p>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 <i>Frog and Toad Together</i>, point to a picture of the wind blowing away Toad’s to-do list.</p> <p>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 <i>Frog and Toad Together</i>, attend to a picture of the wind blowing away Toad’s to-do list.</p>
<p>Range of Reading and Level of Text Complexity.</p>	<p>EERL.1.10. **This Literature Essential Element references all</p>	

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RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	elements above.	

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

<p>CCSS Grade-Level Standards</p>	<p>Common Core Essential Elements</p>	<p>Range of Complexity Examples</p>
<p>Key Ideas and Details</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p>	<p>EERI.1.1. Identify details in familiar text.</p>	<p>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.</p> <p>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).</p> <p>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.</p> <p>Students will: EERI.1.1. With prompts and support, orient to materials related to a text or books. Ex. Explore text that gives information (e.g., daily schedules, lunch menus, calendars).</p>

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<p>RI.1.2. Identify the main topic and retell key details of a text.</p>	<p>EERI.1.2. Retell details of a familiar text.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Ex. Given an informational text about zoo animals, eye gazes at the pictures.</p>
<p>RI.1.3. Describe the connection between two individuals, events, ideas,</p>	<p>EERI.1.3. With guidance and support, identify events or ideas in a familiar</p>	<p>Students will: EERI.1.3. Identify similarities and differences between events or activities in a text.</p>

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<p>or pieces of information in a text.</p>	<p>text.</p>	<p>Ex. Identify the connection between a small pumpkin seed and a big pumpkin after reading <i>From Seed to Pumpkin</i>. 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 <i>From Seed to Pumpkin</i>.</p> <p>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.</p> <p>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., <i>numbers</i>).</p> <p>Students will: EERI.1.3. With guidance and support, focus on activities in text. Ex. Look at or point to their own activity sheet.</p>
<p>Craft and Structure</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>EERI.1.4. Respond to questions about a new word in familiar text.</p>	<p>Students will: EERI.1.4. Answer questions about words and phrases in a text. Ex. Using the illustration in the story, answer what <i>roots</i> 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</p>

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		<p>Falls when asked, “What is Niagara Falls?”</p> <p>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. Respond by pointing to a plant in the classroom when asked, “We have been reading about plants. Do you see a plant?”</p> <p>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?”</p> <p>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). 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.</p>
<p>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.</p>	<p>EERI.1.5. With guidance and support, recognize that books have titles.</p>	<p>Students will: EERI.1.5. Locate titles and labels in a familiar text (e.g., book, calendar). Ex. Locate the title of a book or page number. Ex. Locate where the days of the week are shown on a calendar.</p> <p>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.</p>

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		<p>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?”</p> <p>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.</p>
<p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>EERI.1.6. With guidance and support, distinguish between text and illustrations in a text.</p>	<p>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. 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 and not included in text). Ex. When given a sentence and three pictures, match the text to the meaning of the illustration.</p> <p>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.</p> <p>Students will: EERI.1.6. With guidance and support, find the illustration that gives the</p>

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		<p>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.</p> <p>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.</p>
<p>Integration of Knowledge and Ideas</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>	<p>EERI.1.7. Identify illustration that shows what the text is describing.</p>	<p>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.</p> <p>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.</p> <p>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</p>

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		<p>is read.</p> <p>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 (e.g., eye gazing and laughing) to illustrations shown to them while being read to.</p>
<p>RI.1.8. Identify the reasons an author gives to support points in a text.</p>	<p>EERI.1.8. With guidance and support, identify details that match the topic of a text.</p>	<p>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 <i>How People Learned to Fly</i>).</p> <p>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.</p> <p>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?”</p> <p>Students will: EERI.1.8. Participate in an activity listing points the author made.</p>

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		<p>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.</p>
<p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>EERI.1.9. With guidance and support, match similar parts of two texts on the same topic.</p>	<p>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.</p> <p>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.).</p> <p>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.</p>

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		<p>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.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RI.1.10. With prompting and support read informational texts appropriately complex for grade 1.</p>	<p>EERI.1.10. **This Literature Essential Element references all elements above.</p>	

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

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>Print Concepts</p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>EERF.1.1. Demonstrate an understanding of the organization and basic features of print.</p> <p>a. Interact with books one page at a time from beginning to end.</p>	<p>Students will:</p> <p>EERF.1.1.a. Interact with books by selecting a book, orienting the book correctly, and turning pages one at a time. Ex. Given a variety of books, select a book, orient the book (front to back, right side up), and turn pages one at a time, beginning at the front and concluding at the end.</p> <p>Students will:</p> <p>EERF.1.1.a. Interact with books one page at a time from beginning to end. Ex. When given a book, correctly orient the book and turn pages one at a time.</p> <p>Students will:</p> <p>EERF.1.1.a. Turn pages in a book. Ex. Turn the pages in a book (board book, coloring book, literature, etc.).</p> <p>Students will:</p> <p>EERF.1.1.a. Interact with a book. Ex. Student touches, explores, and interacts with a book (board book, coloring book, picture book, etc.).</p>
	<p>EERF.1.1.b. Follow print from left to right.</p> <p>EERF.1.1.c. Follow print from top to bottom.</p>	<p>Students will:</p> <p>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, follow along by pointing to each word when spoken or using a reading guide while each word is read aloud.</p> <p>Students will:</p> <p>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.</p>

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		<p>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?”</p> <p>Students will: EERF.1.1.b-c. Attend to text. Ex. When given a text, follow the teacher’s finger or follow with finger with teacher physical assist.</p>
<p>Phonological Awareness</p> <p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>EERF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Identify spoken rhyming words.</p>	<p>Students will: EERF.1.2.a. Match word/picture cards to spoken word. Ex. When a word is spoken, match word/picture cards.</p> <p>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.).</p> <p>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.).</p> <p>Students will: EERF.1.2.a. Repeat rhyming words. Ex. Repeat words that rhyme after the teacher.</p>
<p>b. Orally produce single-syllable words by blending sounds (phonemes), including</p>	<p>EERF.1.2.b. With guidance and support, indicate the number of syllables in a spoken word.</p>	<p>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).</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
consonant blends.		<p>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).</p> <p>Students will: EERF.1.2.b. With guidance and support, clap once for a one syllable word spoken by an adult.</p> <p>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.</p>
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.	<p>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?”</p> <p>Students will: EERF.1.2.c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. Ex. Respond when, 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?”</p> <p>Students will: EERF.1.2.c. Match a familiar, single-syllable word with the onset and rime segmented. Ex. Respond when, 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/?”</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>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.</p>
<p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>EERF.1.2.d. Match orally presented segmented phonemes to pictures that are labeled orally first by an adult.</p>	<p>Students will: EERF.1.2.d. Match orally presented, segmented phonemes to pictures without first hearing the label of the pictures. Ex. Respond when, during shared reading, the teacher shows the student an illustration and says, “Look at this illustration, where is the p-i-g?” Ex. Respond when, while 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?”</p> <p>Students will: EERF.1.2.d. Match orally presented segmented phonemes to pictures that are labeled orally first by an adult. Ex. Respond when, 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?” Ex. Respond when, while 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?”</p> <p>Students will: EERF.1.2.d. Point to pictures as an adult labels them. Ex. Respond when, during shared reading, the teacher shows the student an illustration and says, “Show me the pig.”</p> <p>Students will: EERF.1.2.d. Attend to pictures and illustrations presented by an adult. Ex. When presented pictures or illustrations, orient to the picture when prompted by the adult.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>Phonics and Word Recognition</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant.</p>	<p>EERF.1.3. Apply letter name and letter-sound knowledge when decoding words during shared activities.</p> <p>a. Identify words that begin with a single-consonant phoneme that is spoken by an adult.</p>	<p>Students will:</p> <p>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.).</p> <p>Students will:</p> <p>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 (e.g., cat, cake, goat).</p> <p>Students will:</p> <p>EERF.1.3.a. Identify word/picture cards by the first letter. Ex. Given three word/picture cards, identify the picture that begins with the sound indicated by the prompt (cat, goat, house – find the word that begins with a /c/).</p> <p>Students will:</p> <p>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.</p>
<p>b. Decode regularly spelled one-syllable words.</p>	<p>EERF.1.3.b. N/A</p>	
<p>c. Know final -e and common vowel team conventions for representing long</p>	<p>EERF.1.3.c. N/A</p>	

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
vowel sounds.		
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	
f. Read words with inflectional endings.	EERF.1.3.f. N/A	
g. Recognize and read grade-appropriate irregularly spelled words.	EERF.1.3.g. N/A	
<p>Fluency</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p>	<p>EERF.1.4. Engage in sustained independent study of books (e.g., studies a book one page at a time).</p> <p>a. Independently engage in exploring a book or navigating pages in a multimedia book.</p>	<p>Students will:</p> <p>EERF.1.4.a. Independently engage in silent study of individual pages while exploring a book or navigating pages in a multimedia book.</p> <p>Students will:</p> <p>EERF.1.4.a. Independently engage in exploring a book or navigating pages in a multimedia book.</p> <p>Students will:</p> <p>EERF.1.4.a. Engage in shared exploration of a book or multimedia book.</p>

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		<p>Students will: EERF.1.4.a. Attend while sharing in the exploration of a book or multimedia book.</p>
<p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p>	<p>EERF.1.4.b. Sustain attention to a variety of reading materials reflecting a variety of text genres.</p>	<p>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.</p> <p>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 book. Ex. Given a variety of text (magazine, newspaper, <i>Highlights</i>, <i>Weekly Reader</i>, etc.), the student follows along with the class reading and discussion.</p> <p>Students will: EERF.1.4.b. Sustain attention to a preferred, familiar text. Ex. Given a preferred choice, listen to a familiar book on tape while looking at the pages in the book. Ex. When reading a familiar, preferred text, sit and attend to the oral reading.</p> <p>Students will: EERF.1.4.b. Attend to a preferred, familiar text. Ex. Given a familiar text (i.e. <i>Brown Bear</i>, <i>Brown Bear</i>), the student orients and attends to the reading.</p>

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c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	EERF.1.4.c. N/A	

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First Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>Text Types and Purposes</p> <p>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.</p>	<p>EEW.1.1. Select a book and use drawing, dictating, or writing to state an opinion about it.</p>	<p>Students will:</p> <p>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.</p> <p>Students will:</p> <p>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>I like <type of animal> because they are <descriptor></i>, students 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 .”).</p> <p>Students will:</p> <p>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 (e.g., during structured shared writing aimed at reviewing favorite books, the teacher provides the repeated line, <i>I like . . .</i>, and students select a</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>favorite book and dictates the name for the teacher to use in completing the sentence).</p> <p>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.</p> <p>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 <i>feelings page</i> 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”).</p>
<p>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.</p>	<p>EEW.1.2. Select a topic and use drawing, dictating, or writing to share information about it.</p>	<p>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 use the device to select words that provide information about friends. Ex. Tell the teacher a topic for writing and then dictate information about it.</p> <p>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.</p>

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		<p>Ex. Select “my birthday” as a topic and draw a picture of something he or she wants.</p> <p>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.</p> <p>Students will: EEW.1.2. With guidance and support, use drawing, dictating, or writing to share information about a topic.</p> <p>Ex. After discussing favorite things with a small group, use drawing and writing to communicate about own favorite things.</p> <p>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, <i>The <animal> is <color></i>, select an appropriate animal which the teacher will write on the chart (e.g., The panther is black. The dog is brown).</p> <p>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.</p> <p>Students will: EEW.1.2. With guidance and support, select a topic.</p> <p>Ex. After the teacher presents two of the student’s favorite toys, select one when asked, “What should we write about today?”</p> <p>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?”).</p> <p>Ex. Given a selection of topics and with partner-assisted scanning, choose a topic of interest.</p>

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<p>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.</p>	<p>EEW.1.3. Select an event and use drawing, dictating, or writing to share information about it.</p>	<p>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.”</p> <p>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 (e.g., 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).</p> <p>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).</p>

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		<p>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).</p> <p>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.</p>
<p>Production and Distribution of Writing</p> <p>W.1.4. (Begins in grade 3)</p>	<p>EEW.1.4. (Begins in grade 3)</p>	
<p>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.</p>	<p>EEW.1.5. With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.</p>	<p>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 <i>make it better</i>. 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.</p> <p>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</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>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?”</p> <p>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 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.</p> <p>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”).</p>

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<p>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.</p>	<p>EEW.1.6 With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers.</p>	<p>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.</p> <p>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. 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, select words and pictures from an alternative keyboard to add to the group’s writing.</p> <p>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).</p> <p>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.</p>

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		<p>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.</p> <p>Ex. Touch a touchscreen on a computer or tablet device for a peer to print to include in a class book entitled, <i>This Week's Writing</i>.</p>
<p>Research to Build and Present Knowledge</p> <p>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).</p>	<p>EEW.1.7. Participate in shared research and writing projects.</p>	<p>Students will:</p> <p>EEW.1.7. Participate to share research and writing projects with others.</p> <p>Ex. Identify pictures and words to include in a shared research project on a familiar topic (e.g., for “what we know about whales,” point to relevant pictures and words from a book about whales).</p> <p>Ex. Select the topic of the research project and choose words or ideas to include.</p> <p>Students will:</p> <p>EEW.1.7. Participate in shared research and writing projects.</p> <p>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.</p> <p>Ex. Type letters as they are dictated by a peer to add content to a shared writing project.</p> <p>Ex. Recall information from a shared school experience and participate in a shared writing project to list details from that experience.</p> <p>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.</p> <p>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.</p> <p>Students will:</p> <p>EEW.1.7. With guidance and support, participate in shared research and writing projects.</p> <p>Ex. With guidance and support from the teacher, select a book from a choice of two related to the shared research project and identify pictures</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>that relate to the topic being researched. 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.</p> <p>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.</p>
<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>EEW.1.8. With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.</p>	<p>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 <i>who</i> and <i>what</i> questions about the text.</p> <p>Students will: EEW.1.8. With guidance and support from adults, identify information</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>related to personal experiences and answer simple questions about those experiences.</p> <p>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 <i>like</i> column.</p> <p>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?”</p> <p>Ex. Use a picture/label schedule to identify the next activity of the day by answering <i>what</i> questions (e.g., What is after math? What is next? What is first today?).</p> <p>Students will: EEW.1.8. With guidance and support from adults, identify information related to personal experiences.</p> <p>Ex. Working with the teacher, identify the centers completed that day; the teacher will write them in the student’s home-school notebook.</p> <p>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.</p> <p>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>).</p> <p>Students will: EEW.1.8. With guidance and support, identify personal objects.</p> <p>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</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>sign says Allen. This is Allen’s backpack. This sign says Brian. This is Brian’s backpack).</p> <p>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)</p>
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)	

DRAFT

First Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>Comprehension and Collaboration</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>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).</p>	<p>EESL.1.1. Participate in conversations with peers and adults.</p> <p>a. Engage in multiple-turn exchanges with peers.</p>	<p>Students will:</p> <p>EESL.1.1.a. Initiate multiple-turn exchanges with peers.</p> <p>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.</p> <p>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.</p> <p>Ex. During snack time, use a multiple-message voice output device to say, “Scooby Doo!” and then look 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.</p> <p>Students will:</p> <p>EESL.1.1.a. Engage in multiple-turn exchanges with peers.</p> <p>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”).</p> <p>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.”</p> <p>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 call when he’s in trouble?” Peer says, “I don’t know” and student activates switch to say “Swine 1-1.”</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>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.</p> <p>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!”</p>
<p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>EESL.1.1.b. Build on comments or topics initiated by an adult.</p>	<p>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.”</p> <p>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</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>sure is cold out there. It feels like snow.”</p> <p>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.”</p> <p>Students will: EESL.1.1.b. With guidance and support, communicate with an adult about the current topic. Ex. Respond when, 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.</p>
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>EESL.1.1.c. Uses one or two words to ask questions related to personally relevant topics.</p>	<p>Students will: EESL.1.1.c. Combine 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 doggie doing?” Ex. During literacy centers, use a multiple-message communication device to link together words and ask, “What you do?”</p> <p>Students will: EESL.1.1.c. Use 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</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>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.”).</p> <p>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 <i>more</i>. As the child touches <i>more</i> the teacher says, “Can I have more?”</p> <p>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.</p> <p>Ex. During snack time, touch own mouth to indicate a desire for more food.</p>
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>EESL.1.2. During shared reading activities, answer questions about details presented orally or through other media.</p>	<p>Students will: EESL.1.2. During shared reading activities, ask and answer questions about key details presented orally or through other media. Ex. Ask, “What’s that?” in reference to a picture in the book and answer the teacher when she responds, “What do you see?” Ex. Use a multiple-message voice output device to respond to the teacher’s question, “What did the boy do?,” saying, “Play.” Then ask the teacher, “Why?”</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>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?”</p> <p>Students will: EESL.1.2. With guidance and support during shared reading activities, provide 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.</p> <p>Students will: EESL.1.2. With guidance and support during shared reading activities, follow simple directives. Ex. During shared reading, reach out when the teacher comes close, holds out the book, and says, “Turn the page.” Ex. During shared reading, look at the illustration when the teacher says, “look” and shines a flashlight on the page.</p>
<p>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.</p>	<p>EESL.1.3. Ask for help when needed.</p>	<p>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.</p> <p>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.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>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.</p> <p>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.</p>
<p>Presentation of Knowledge and Ideas.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>EESL.1.4. With guidance and support, identify familiar people, places, things, and events.</p>	<p>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.</p> <p>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).</p> <p>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.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Ex. With guidance and support, identify a favorite person by eye contact, eye gaze, vocalizations, etc.</p> <p>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 gestures, eye contact or gaze, vocalizations, etc. Ex. With guidance and support, respond to a photo, drawing, or object about a classroom event.</p>
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>EESL.1.5. Communicate own thoughts, feelings, or ideas.</p>	<p>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.”</p> <p>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.</p> <p>Students will: EESL.1.5. With guidance and support, communicate own thoughts, feelings, or ideas. Ex. When asked, “Are you happy today?,” repeat, “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 them feel.</p>

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		<p>Students will: EESL.1.5. With guidance and support, respond when asked about feelings. Ex. When asked “How are you feeling today?” respond by focusing on the person asking.</p>
<p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p>	<p>EESL.1.6. With guidance and support, provide more information to clarify ideas, thoughts, and feelings.</p>	<p>Students will: EESL.1.6. Add more to clarify communication about own thoughts, feelings, or ideas. Ex. When the teacher misunderstands, try to communicate in a different way. Ex. After an attempt to communicate an idea is misunderstood, say more (e.g., the student says “Make it green.” The teacher says, “Okay, gray” and the student responds, “No, green.”).</p> <p>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, select a symbol to tell how he or she is feeling.</p> <p>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. Ex. With guidance and support, use a sequenced message device to</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>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.”</p> <p>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 <i>If You’re Happy and You Know it</i>. Ex. Given a choice of two symbols, <i>I like it</i> and <i>I don’t like it</i>, choose one (by pointing, grabbing, eye gaze, etc.) when asked “What do you think?”</p>

First Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
<p>Conventions of Standard English.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p>	<p>EEL.1.1. Demonstrate emerging understandings of standard English usage when communicating.</p> <p>a. Write letters from own name.</p>	<p>Students will:</p> <p>EEL.1.1.a. Write all letters in own first name. Ex. Using a standard pencil, write own first name. Ex. Using a keyboard, write own name.</p> <p>Students will:</p> <p>EEL.1.1.a. Write first letter of own first name. Ex. Using a standard pencil, write first letter of own first name. Ex. Using a keyboard, write first letter of own name.</p> <p>Students will:</p> <p>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 use partner-assisted scanning without apparent connection to own name.</p> <p>Students will:</p> <p>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.</p>
<p>b. Use common, proper, and possessive nouns.</p>	<p>EEL.1.1.b. With guidance and support, use familiar nouns (e.g., own name, Mom, dog) in isolation.</p>	<p>Students will:</p> <p>EEL1.1.b. Use familiar nouns. Ex. Use nouns to name objects in the environment. Ex. Call others by name.</p> <p>Students will:</p> <p>EEL1.1.b. With guidance and support, use familiar nouns (e.g., own name,</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>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.</p> <p>Students will: EEL.1.1.b. With guidance and support from adults, recognize frequently occurring nouns. Ex. Recognize pictures of common nouns (e.g., “Show me the bus”).</p> <p>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.</p>
<p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p>EEL.1.1.c. With guidance and support, produce noun + verb or verb + noun combinations.</p>	<p>Students will: EEL.1.1.c. Produce noun + verb or verb + noun combinations.</p> <p>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 the teacher says, “What about the marker?” The student points to the symbol for want and the symbol for marker).</p> <p>Students will: EEL.1.1.c. With guidance and support, link two words together.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Ex. Use simple phrases like “all done” or “more please” when asked, “Do you want more?”</p> <p>Ex. Use predictable phrases such as “my turn” when the teacher says “Whose turn?”</p> <p>Students will: EEL.1.1.c. With guidance and support, respond to frequently occurring words.</p> <p>Ex. Given visual cues (e.g., pointing), shift gaze to the target when told to “look.”</p> <p>Ex. When an adult reaches out, providing a gesture for support, and says, “Up?”, reach out to be picked up.</p> <p>Ex. Respond by stopping when an adult says, “stop.”</p>
<p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p>	<p>EEL.1.1.d. With guidance and support, use familiar personal pronouns (e.g., <i>I, me, and you</i>).</p>	<p>Students will: EEL1.1.d. Use personal pronouns (e.g., <i>I, me, he, she, you</i>).</p> <p>Ex. Use <i>I</i> or <i>me</i> to refer to self and <i>him, her, or you</i> to refer to others appropriately.</p> <p>Ex. Use <i>you</i> to refer to others when speaking to them.</p> <p>Students will: EEL1.1.d. With guidance and support from adults, use some personal pronouns (e.g., <i>I, me, and you</i>).</p> <p>Ex. When asked, “Who did it?” reply “me,” “him,” or “her” appropriately.</p> <p>Ex. When asked, “Who needs help?,” respond, “I need help” or “Help me.”</p> <p>Students will: EEL1.1.d. With guidance and support from adults, recognize some personal pronouns (e.g., <i>I, you</i>) in familiar routines.</p> <p>Ex. With guidance and support, recognize <i>he</i> (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).</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Ex. With guidance and support, recognize <i>you</i> (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”).</p> <p>Students will: EEL1.1.d. With guidance and support from adults, use the personal pronoun <i>me</i> 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 sign by placing own hand on chest to reply “me” during a shared reading activity.</p>
<p>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).</p>	<p>EEL.1.1.e. With guidance and support, use familiar present tense verbs.</p>	<p>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.</p> <p>Students will: 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”).</p> <p>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.</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>Ex. When asked to sit down and provided with visual supports such as a gesture toward the chair, sit.</p> <p>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.</p>
<p>f. Use frequently occurring adjectives.</p>	<p>EEL.1.1.f. With guidance and support, use familiar frequently occurring adjectives. (e.g., <i>big, hot</i>).</p>	<p>Students will: EEL.1.1.f. Use adjectives. (e.g., <i>big, hot</i>). 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, respond, “Big cookie.” Ex. When looking at an object, state or choose a characteristic (e.g., <i>big, small</i>). Ex. When requesting an object (e.g., paper) and teacher says, “What color,” say or select a symbol of a color (e.g., “blue”).</p> <p>Students will: EEL.1.1.f. With guidance and support, use familiar frequently occurring adjectives (e.g., <i>big, hot</i>). 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</p>

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		<p>options and asks, “Which color?” The student says or selects a symbol of a color [e.g., “blue”]).</p> <p>Students will: EEL.1.1.f. With guidance and support from adults, demonstrate understanding of frequently occurring adjectives. (e.g., <i>big, hot</i>). Ex. Point to the <i>biggest</i> object when asked, “Which one is biggest?” from options. Ex. Select the <i>biggest</i> 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”).</p> <p>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 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).</p>
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	EEL.1.1.g. N/A	

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
h. Use determiners (e.g., articles, demonstratives).	EEL.1.1.h. N/A	
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	EEL.1.1.i. With guidance and support, use frequently occurring prepositions: <i>in, out, on, off</i> .	<p>Students will: EEL.1.1.i. Use frequently occurring prepositions: <i>in, out, on, off</i>. Ex. Use <i>in</i> during ordinary conversation (e.g., when the student comes into the classroom, he or she says “Put <i>in</i> cubby”). Ex. Use <i>on</i> during ordinary conversation (e.g., when working on a group art project, the student says, “Put <i>on</i> paper”). Ex. Use <i>off</i> during ordinary conversation (e.g., when hot, student pulls on jacket and says “Take <i>off</i>”).</p> <p>Students will: EEL.1.1.i. With guidance and support, use frequently occurring prepositions: <i>in, out, on, off</i>. Ex. With guidance and support, use <i>in</i> 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 <i>in</i> or <i>on</i>?” while showing the bag first <i>in</i> and then <i>on</i> the cubby. The student says, “in”). Ex. With guidance and support, use <i>on</i> and <i>out</i> when responding to questions (e.g., when working on a group art project, the teacher models taking the beads <i>out</i> of the jar and putting them <i>on</i> the paper while saying, “Take <i>out</i>. Put <i>on</i>.” 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 <i>off</i> when responding to questions (e.g., when hot, the student pulls on jacket and says, “Take <i>off</i>”).</p> <p>Students will: EEL.1.1.i. With guidance and support from adults, recognize frequently occurring prepositions: <i>in, on</i>.</p>

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		<p>Ex. Point to or look at the object in the appropriate location depending on the preposition given.</p> <p>Ex. With guidance and support from adults, recognize <i>in</i> (e.g., “Point to the banana <i>in</i> the box”)</p> <p>Ex. With guidance and support from adults, recognize <i>on</i> (e.g., “Look at the book <i>on</i> the table”).</p> <p>Ex. Follow directions involving prepositions (e.g., “Put the paper <i>on</i> the desk”).</p> <p>Students will: EEL.1.1.i. With guidance and support from adults, demonstrate understanding of the frequently occurring prepositions <i>in</i> and <i>out</i> in familiar routines and activities.</p> <p>Ex. With guidance and support, use <i>in</i> 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 <i>in</i> and the student does).</p> <p>Ex. With guidance and support, use <i>in</i> 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 <i>in</i>).</p>
<p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>EEL.1.1.j. With guidance and support, use simple question words (interrogatives) (e.g., <i>who</i>, <i>what</i>).</p>	<p>Students will: EEL.1.1.j. Use question words and simple phrases.</p> <p>Ex. Use questions words (e.g., the teacher says, “What do you want to know?” The student says, “Who is that?”).</p> <p>Ex. Use question words (e.g., as the teacher looks at the student, he or she says, “Is it my turn?”).</p> <p>Students will: EEL.1.1.j. With guidance and support, use simple question words (interrogatives) (e.g., <i>who</i>, <i>what</i>).</p> <p>Ex. Use <i>who</i> and <i>what</i> to ask for clarification (e.g., during shared reading,</p>

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		<p>the teacher says, “I wonder what that is.” The student touches symbol on multiple-message voice output device to ask, “What?”).</p> <p>Ex. Use <i>who</i> and <i>what</i> 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?”).</p> <p>Students will: EEL.1.1.j. With guidance and support from adults, demonstrate understanding of simple question words (interrogatives) (e.g., <i>who</i>, <i>what</i>). Ex. Given support in navigating to a page with question words on a multiple message voice output device, select a question word (e.g., <i>who</i>, <i>what</i>), to ask a peer about the story.</p> <p>Students will: EEL.1.1.j. With guidance and support from adults, demonstrate understanding of simple question words (interrogatives) (e.g., <i>who</i>, <i>what</i>) 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).</p>
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p>	<p>EEL.1.2. Demonstrate emerging understandings of the use of conventions of standard English during communication.</p> <p>a. Locate first letter in own name when presented with name.</p>	<p>Students will: EEL.1.2.a. N/A</p> <p>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</p>

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		<p>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”]).</p> <p>Students will: EEL.1.2.a. Show ability to locate first letter in own name when presented with name. 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).</p> <p>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. Get visibly excited when teacher signs student’s name to indicate it is his turn.</p>
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	EEL.1.2.d. With guidance and support, recognize that letters are used to create words.	<p>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</p>

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irregular words.		<p>groups with spaces between them.</p> <p>Students will: EEL.1.2.d. With guidance and support, recognize that letters are used to spell words. 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).</p> <p>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).</p> <p>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.</p>

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e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	EEL.1.2.e. N/A	
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 <i>grade 1 reading and content</i> , 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.	<p>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., <i>The caterpillar spins a <blank></i>.] 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.</p> <p>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., <i>The caterpillar spins a <blank></i>.] 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</p>

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		<p>gestures or actions to demonstrate understanding of the meaning of a newly acquired vocabulary word).</p> <p>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.</p> <p>Students will: EEL.1.4.a. With guidance and support, respond to words. Ex. Turn toward the teacher when he or she speaks.</p>
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., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	EEL.1.4.c. N/A	
L.1.5. With guidance and support from adults,	EEL.1.5. With guidance and support from adults,	Students will: EEL.1.5.a. Sort common objects or words into three familiar categories.

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<p>demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>demonstrate emerging understandings of word relationships.</p> <p>a. With guidance and support from adults, sort common objects into familiar categories.</p>	<p>Ex. After collecting all of the crayons from the table, sort the crayons by color in appropriate bins.</p> <p>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”).</p> <p>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).</p> <p>Students will: EEL.1.5.a. With guidance and support, match a common object with 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</p>

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		shoes and asks, “Are these the same?” The teacher repeats the activity with a variety of familiar matched and different objects.
<p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>	<p>EEL.1.5.b. With guidance and support from adults, identify attributes of familiar words.</p>	<p>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).</p> <p>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”).</p> <p>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”). 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”).</p> <p>Students will: EEL.1.5.b. With guidance and support from adults, follow a model to identify attributes.</p>

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		<p>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”).</p>
<p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<p>EEL.1.5.c. With guidance and support from adults, demonstrate understanding of words by identifying real-life connections between words and their use.</p>	<p>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?”</p> <p>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).</p> <p>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).</p> <p>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</p>

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		<p>activities and words (e.g., to learn about the word <i>cold</i>, the student touches an ice cube and shows a facial or body reaction).</p> <p>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).</p>
<p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>EEL.1.5.d. N/A</p>	
<p>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., <i>because</i>).</p>	<p>EEL.1.6. N/A</p>	