

Student Baseline and Post-Instruction Checklist
Common Core Essential Elements and Instructional Achievement Level Descriptors
English Language Arts GRADE 1

Student Name: _____ Student Grade: _____
 Teacher: _____ Date: _____

Common Core State Standard: RL.1.1. Ask and answer questions about key details in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.1.1. Identify details in familiar stories.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify key details in familiar stories. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify details in familiar stories. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify an object that relates to a detail in a familiar, personally relevant text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify a familiar object that relates to a classroom activity. 	___Y ___N

Common Core State Standard: RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.1.2. Retell details from a familiar story.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Retell a familiar story including key details. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Retell details from a familiar story. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recall a detail from a familiar story. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify an object that relates to a detail in a familiar, personally relevant text. 	___Y ___N

Common Core State Standard: RL.1.3. Describe characters, settings, and major events in a story, using key details.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.1.3. Identify characters and settings in a familiar story.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify the characters and settings in a story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify characters and settings in a familiar story. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify a character or the setting in a familiar story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : : <ul style="list-style-type: none"> With guidance and support and a story that includes people in the student's life, identify the person in the story. 	___Y ___N

Common Core State Standard: RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.1.4. Identify sensory or feeling words in a familiar story.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify sensory or feeling words in a story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify sensory or feeling words in a familiar story. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify a specified sensory or feeling word in a familiar story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, imitate, act out, or otherwise gesture to demonstrate a sensory or feeling word that is used in a familiar text. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.1.5. Classify reading materials into storybooks and informational books.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Select storybooks and informational books from a library or other large collection of materials. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Classify reading materials into storybooks and informational books. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Select specified familiar storybooks to read. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Choose a storybook to read or listen to. 	___Y ___N

Common Core State Standard: RL.1.6. Identify who is telling the story at various points in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.1.6. Identify a speaker in a familiar story.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify the speaker or narrator in a story with multiple speakers or narrators. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify a speaker in a familiar story. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify the speaker or narrator in a familiar story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, say the repeated line spoken by the speaker or narrator in a familiar story. 	___Y ___N

Common Core State Standard: RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.1.7. Identify details or illustrations that describe the characters or events in a familiar story.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify details or illustrations that describe the characters or events in a story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify details or illustrations that describe the characters or events in a familiar story. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify details or illustrations that describe the characters or events in a familiar story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, attend to illustrations and descriptions of story characters during shared reading of a familiar story. 	___Y ___N

Common Core State Standard: RL.1.8. (Not applicable to literature)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.1.8. N/A		Indicate Yes or No

Common Core State Standard: RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.1.9. Identify the adventures or experiences of characters in a familiar story.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Compare the adventures or experiences of characters in a story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify the adventures or experiences of characters in a familiar story. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify the adventures or experiences of characters in a familiar story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support during shared reading of a familiar story, attend to illustrations or descriptions of the adventures or experiences of characters. 	___Y ___N

Common Core State Standard: RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.1.10. **This Literature Essential Element references all elements above.		Indicate Yes or No

Common Core State Standard: RI.1.1. Ask and answer questions about key details in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.1.1. Identify details in familiar text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify key details in a text. 	___Y ___N

Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify details in familiar text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With prompting, identify a detail in text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With prompts and support, orient to materials related to a text or books. 	___Y ___N

Common Core State Standard: RI.1.2. Identify the main topic and retell key details of a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.1.2. Retell details of a familiar text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Retell information from text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Retell details of a familiar text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With prompts and support, recall a detail from informational text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With prompts and support, demonstrates an interest in reading informational text. 	___Y ___N

Common Core State Standard: RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.1.3. With guidance and support, identify events or ideas in a familiar text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify similarities and differences between events or activities in a text. 	___Y ___N

Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify events or ideas in a familiar text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify an event in a familiar text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, focus on activities in text. 	___Y ___N

Common Core State Standard: RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.1.4. Respond to questions about a new word in familiar text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Answer questions about words and phrases in a text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Respond to questions about a new word in familiar text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, indicate unknown words in familiar text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Respond to illustrations/objects of items in text. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.1.5. With guidance and support, recognize that books have titles.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Locate titles and labels in a familiar text (e.g., book, 	___Y ___N

	calendars).	
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize that books have titles. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, indicate a book or another text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Attend to a book or text when it is read. 	___Y ___N

Common Core State Standard: RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.1.6. With guidance and support, distinguish between text and illustrations in a text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Demonstrate an understanding that words, pictures, and illustrations give information. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, distinguish between text and illustrations in a text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, find the illustration that gives the information needed. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, attend to pictures related to an informational text. 	___Y ___N

Common Core State Standard: RI.1.7. Use the illustrations and details in a text to describe its key ideas.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.1.7. Identify illustration that shows what the text is describing.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3:	___Y ___N

	<ul style="list-style-type: none"> Match illustrations with key ideas in text. 	
Level III	<p>Student demonstrates the content knowledge and skills:</p> <ul style="list-style-type: none"> Identify illustration that shows what the text is describing. 	___Y ___N
Level II	<p>Student demonstrates some of the content knowledge and skills:</p> <ul style="list-style-type: none"> With guidance and support, find the illustration that gives the information needed. 	___Y ___N
Level I	<p>Student attempts to perform the task <u>with support</u>:</p> <ul style="list-style-type: none"> With guidance and support, attend to illustrations as text is read. 	___Y ___N

Common Core State Standard: RI.1.8. Identify the reasons an author gives to support points in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.1.8. With guidance and support, identify details that match the topic of a text.		Indicate Yes or No
Level IV	<p>Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3:</p> <ul style="list-style-type: none"> Identify a point the author makes. 	___Y ___N
Level III	<p>Student demonstrates the content knowledge and skills:</p> <ul style="list-style-type: none"> With guidance and support, identify the details that match the topic of a text. 	___Y ___N
Level II	<p>Student demonstrates some of the content knowledge and skills:</p> <ul style="list-style-type: none"> With guidance and support, indicate if a detail was in the text. 	___Y ___N
Level I	<p>Student attempts to perform the task <u>with support</u>:</p> <ul style="list-style-type: none"> Participate in an activity listing points the author made. 	___Y ___N

Common Core State Standard: RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.1.9. With guidance and support, match similar parts of two texts on the same topic.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a	

	<p>higher level of complexity than described in Level 3:</p> <ul style="list-style-type: none"> Identify basic similarities and differences between two illustrations. 	___Y ___N
Level III	<p>Student demonstrates the content knowledge and skills:</p> <ul style="list-style-type: none"> With guidance and support, match similar parts of two texts on the same topic. 	___Y ___N
Level II	<p>Student demonstrates some of the content knowledge and skills:</p> <ul style="list-style-type: none"> With guidance and support, match similar illustrations about the same content. 	___Y ___N
Level I	<p>Student attempts to perform the task <u>with support</u>:</p> <ul style="list-style-type: none"> Participate in activity to match similar illustrations about the same content. 	___Y ___N

Common Core State Standard: RI.1.10. With prompting and support read informational texts appropriately complex for grade 1.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.1.10. **This Literature Essential Element references all elements above.		Indicate Yes or No

Common Core State Standard: RF.1.1. Demonstrate understanding of the organization and basic features of print.
 a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.1. Demonstrate an understanding of the organization and basic features of print. a. Interact with books one page at a time from beginning to end.		Indicate Yes or No
Level IV	<p>Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3:</p> <ul style="list-style-type: none"> Interacts with books by selecting a book, orienting the book correctly, and turning pages one at a time. 	___Y ___N
Level III	<p>Student demonstrates the content knowledge and skills:</p> <ul style="list-style-type: none"> Interact with books one page at a time from beginning to end. 	___Y ___N
Level II	<p>Student demonstrates some of the content knowledge and skills:</p> <ul style="list-style-type: none"> Turn pages in a book. 	___Y ___N

Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Interact with a book. 	___Y ___N

Common Core State Standard: RF.1.1. Demonstrate understanding of the organization and basic features of print.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.1.b. Follow print from left to right. EERF.1.1.c. Follow print from top to bottom.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Follow print left to right pointing to words one-at-a-time with one-to-one correspondence. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Follow print from left to right and top to bottom. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify where to begin when reading a page of text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Attend to text. 	___Y ___N

Common Core State Standard: RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <p>a. Identify spoken rhyming words</p>		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Match word/picture cards to spoken word. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify spoken rhyming words. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Provide a rhyming word that completes a predictable, repeated refrain in a familiar story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Repeat rhyming words. 	___Y ___N

Common Core State Standard: Common Core State Standard: RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.2.b. With guidance and support, indicate the number of syllables in a spoken word.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Indicate the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult). 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> 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). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, clap once for a one syllable word spoken by an adult. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, participate by clapping while peers clap once for a one syllable word spoken by an adult. 	___Y ___N

Common Core State Standard: Common Core State Standard: Common Core State Standard: RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.2.c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify single-syllable words with the same onset (beginning sound) as a familiar word. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Match a familiar, single-syllable word with the onset and rhyme segmented. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Repeat an onset sound along with the corresponding word. 	___Y ___N

Common Core State Standard: RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.2.d. Match orally presented segmented phonemes to pictures that are labeled orally first by an adult.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Match orally presented, segmented phonemes to pictures without first hearing the label of the pictures. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Match orally presented segmented phonemes to pictures that are labeled orally first by an adult. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Point to pictures as an adult labels them. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Attend to pictures and illustrations presented by an adult. 	___Y ___N

Common Core State Standard: RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.3.a. Apply letter name and letter-sound knowledge when decoding words during shared activities. <ul style="list-style-type: none"> Identify words that begin with a single-consonant phoneme that is spoken by an adult. 		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify a word that will complete the matching phoneme. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Identify words that begin with a single-consonant phoneme that is spoken by an adult. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Identify word/picture cards by the first letter. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify the same letter at the beginning of two words. 	___Y ___N

Common Core State Standard: RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

b. Decode regularly spelled one-syllable words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.3.b. N/A		Indicate Yes or No

Common Core State Standard: RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 c. Know final -e and common vowel team conventions for representing long vowel sounds.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.3.c. N/A		Indicate Yes or No

Common Core State Standard: RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.3.d. N/A		Indicate Yes or No

Common Core State Standard: RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 e. **Common Core State Standard: RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words. Decode two-syllable words following basic patterns by breaking the words into syllables.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.3.e. N/A		Indicate Yes or No

Common Core State Standard: RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 f. Read words with inflectional endings.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.3.f. N/A		Indicate Yes or No

Common Core State Standard: RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 g. Recognize and read grade-appropriate irregularly.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.3.g. N/A		Indicate Yes or No

Common Core State Standard: RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.4. Engage in sustained independent study of books (e.g., studies a book one page at a time). a. Independently engage in exploring a book or navigating pages in a multimedia book.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Independently engage in silent study of individual pages while exploring a book or navigating pages in a multimedia book. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Independently engage in exploring a book or navigating pages in a multimedia book. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Engage in shared exploration of a book or multimedia book. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Attend while sharing in the exploration of a book or multimedia book. 	___Y ___N

Common Core State Standard: RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- b. Read grade-level text orally with accuracy, appropriate rate, and expression.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.4.b. Sustain attention to a variety of reading materials reflecting a variety of text genre.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Select a preferred book or text and attend to the reading. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Sustain attention to a variety of reading materials reflecting a variety of text genre. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Sustain attention to a preferred, familiar text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Attend to a preferred, familiar text. 	___Y ___N

Common Core State Standard: RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.1.4.c. N/A		Indicate Yes or No

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.1.1. Select a book and use drawing, dictating, or writing to state an opinion about it.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Select a selected topic or book and use drawing, dictating, or writing to state an opinion about it. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Select a book and use drawing, dictating, or writing to state an opinion about it. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, select a book and use drawing, dictating, or writing to state an opinion about it. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Communicate a preference for a book. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.1.2. Select a topic and use drawing, dictating, or writing to share information about it.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Name a topic and use drawing, dictating, or writing to share information about it. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Select a topic and use drawing, dictating, or writing to share information about it. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, use drawing, dictating, or writing to share information about a topic. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, select a topic. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.1.3. Select an event and use drawing, dictating, or writing to share information about it.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Introduce or name events and use drawing, dictating, or writing to share information about them. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Select an event and use drawing, dictating, or writing to share information about it. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, select an event and use drawing, dictating, or writing to share information about it. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, select a preferred event or activity. 	___Y ___N

Common Core State Standard: W.1.4. (Begins in grade 3)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.1.4. (Begins in grade 3)		Indicate Yes or No

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.1.5. With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Add more information to own drawing, dictating, or writing to strengthen it. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, draw, dictate, or write more when asked. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, explore tools for drawing, writing, and self-expression. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.1.6 With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use a variety of digital tools to produce writing, including in collaboration with peers. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, explore digital tools to produce writing, including in collaboration with peers. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, explore various means of accessing digital tools. 	___Y ___N

Common Core State Standard: 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).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.1.7. Participate in shared research and writing projects.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Participate to share research and writing projects with others. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Participate in shared research and writing projects. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, participate in shared research and writing projects. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With prompts and support, explore pictures, words, or objects related to a shared research project. 	___Y ___N

Common Core State Standard: W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.1.8. With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> With guidance and support from adults, recall information from experiences and answer simple questions about those experiences. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, identify information related to personal experiences. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify personal objects. 	___Y ___N

Common Core State Standard: W.1.9. (Begins in grade 4)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.1.9. (Begins in grade 4)		Indicate Yes or No

Common Core State Standard: W.1.10. (Begins in grade 3)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.1.10. (Begins in grade 3)		Indicate Yes or No

Common Core State Standard: SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.1.1. Participate in conversations with peers and adults. a. Engage in multiple-turn exchanges with peers.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> • Initiate multiple-turn exchanges with peers. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Engage in multiple-turn exchanges with peers. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • Communicate directly with a peer. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • With guidance and support, communicate with a peer. 	___Y ___N

Common Core State Standard: SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.1.1.b. Build on comments or topics initiated by an adult.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> • Build on comments or topics initiated by an adult and peers. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Build on comments or topics initiated by an adult. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • With guidance and support, build on comments or topics initiated by an adult. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • With guidance and support, communicate with an adult about the current topic. 	___Y ___N

Common Core State Standard: SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.1.1.c. Uses one or two words to ask questions related to personally relevant topics.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> • Combines three or more words to ask questions related to personally relevant topics. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Uses one or two-words to ask questions related to personally relevant topics. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • With guidance and support, use one or two-words to ask questions related to personally relevant topics. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • With guidance and support, use gestures, vocalizations, symbols, or words to communicate about personally relevant topics. 	___Y ___N

Common Core State Standard: SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.1.2. During shared reading activities, answer questions about details presented orally or through other media.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> During shared reading activities, ask and answer questions about key details presented orally or through other media. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> During shared reading activities, answer questions about details presented orally or through other media. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support during shared reading activities, provides responses to open-ended statements. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support during shared reading activities, follow simple directives. 	___Y ___N

Common Core State Standard: 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.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.1.3. Ask for help when needed.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Ask for help when needed using words. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Ask for help when needed. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, ask for help when needed. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, respond to offer of assistance when needed. 	___Y ___N

Common Core State Standard: SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.1.4. With guidance and support, identify familiar people, places, things, and events.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify familiar people, places, things, and events. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify familiar people, places, things, and events. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify favorite people and things. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Respond to familiar people, places, things, and events with guidance and support. 	___Y ___N

Common Core State Standard: SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.1.5. Communicate own thoughts, feelings, or ideas.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Combine three or more words, signs, or symbols to communicate own thoughts, feelings, or ideas. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Communicate own thoughts, feelings, or ideas. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, communicate own thoughts, feelings, or ideas. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, respond when asked about feelings. 	___Y ___N

Common Core State Standard: SL.1.6. Produce complete sentences when appropriate to task and situation.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.1.6. With guidance and support, provide more information to clarify ideas, thoughts, and feelings.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Add more to clarify communication about own thoughts, feelings, or ideas. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, provide more information to clarify ideas, thoughts, and feelings. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, restate initial attempt to communicate when idea, thought, or feelings are misunderstood. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, participate in communication interactions about ideas, thoughts, and feelings. 	___Y ___N

Common Core State Standard: L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.1. Demonstrate emerging understandings of standard English usage when communicating. <p>a. Write letters from own name.</p>		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Write all letters in own first name. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Write first letter of own first name. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Demonstrate emerging understandings of letter writing. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, explore writing using a pen/pencil or access to the full alphabet. 	___Y ___N

Common Core State Standard: L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use common, proper, and possessive nouns.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.1.b. With guidance and support, use familiar nouns (e.g., own name, Mom, dog) in isolation.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use familiar nouns. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, use familiar nouns (e.g., own name, Mom, dog) in isolation. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, recognize frequently occurring nouns. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from adults, recognize familiar people. 	___Y ___N

Common Core State Standard: L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.1.c. With guidance and support, produce noun + verb or		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
verb + noun combinations.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Produce noun + verb or verb + noun combinations. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, produce noun + verb or verb + noun combinations. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, link two words together. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, respond to frequently occurring words. 	___Y ___N

Common Core State Standard: L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.1.d. With guidance and support, use familiar personal pronouns (e.g., <i>I, me, and you</i>).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use personal pronouns (e.g., <i>I, me, he, she, you</i>). 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, use some personal pronouns (e.g., <i>I, me, and you</i>). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, recognize some personal pronouns (e.g., <i>I, you</i>) in familiar routines. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from adults, use the personal pronoun <i>me</i> to refer to self. 	___Y ___N

Common Core State Standard: L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 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).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.1.e. With guidance and support, use familiar present tense verbs.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use familiar present tense verbs. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, use familiar present tense verbs. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, demonstrate understanding of familiar present tense verbs. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from adults, demonstrate understanding of familiar verbs in familiar routines and activities. 	___Y ___N

Common Core State Standard: L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- f. Use frequently occurring adjectives.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.1.f. With guidance and support, use familiar frequently occurring adjectives. (e.g., <i>big</i> , <i>hot</i>).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use adjectives. (e.g., <i>big</i>, <i>hot</i>). 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, use familiar frequently occurring adjectives (e.g., <i>big</i>, <i>hot</i>). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, demonstrate understanding of frequently occurring adjectives. (e.g., <i>big</i>, 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
	<i>hot</i>).	
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from adults, demonstrates understanding of familiar adjectives in familiar routines and activities. 	___Y ___N

Common Core State Standard: L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.1.g. N/A		Indicate Yes or No

Common Core State Standard: L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- h. Use determiners (e.g., articles, demonstratives).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.1.h. N/A		Indicate Yes or No

Common Core State Standard: L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.1.i. With guidance and support, use frequently occurring prepositions: <i>in, out, on, off</i> .		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use frequently occurring prepositions: <i>in, out, on, off</i>. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, use frequently occurring prepositions: <i>in, out, on, off</i>. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, recognize frequently occurring prepositions: <i>in, on</i>. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from adults, demonstrates understanding of the frequently occurring prepositions <i>in</i> and <i>out</i> in familiar routines and activities. 	___Y ___N

Common Core State Standard: L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.1.j. With guidance and support, use simple question words (interrogatives) (e.g., <i>who, what</i>).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Use question words and simple phrases. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, use simple question words (interrogatives) (e.g., <i>who, what</i>). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, demonstrate understanding of simple question words (interrogatives) (e.g., <i>who, what</i>). 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from adults, demonstrate understanding of simple question words (interrogatives) (e.g., <i>who, what</i>) in familiar events and routines. 	___Y ___N

Common Core State Standard: L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.2. Demonstrate emerging understandings of the use of conventions of standard English during communication. a. Locate first letter in own name when presented with name.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: • N/A	___Y ___N
Level III	Student demonstrates the content knowledge and skills: • Locate first letter in own name when presented with name.	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: • Can locate first letter in own name when presented with name.	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : • Responds to own name when called.	___Y ___N

Common Core State Standard: L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. Use end punctuation for sentences.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.2.b. N/A		Indicate Yes or No

Common Core State Standard: L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. Use commas in dates and to separate single words in a series.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.2.c. N/A		Indicate Yes or No

Common Core State Standard: L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.2.d. With guidance and support, recognize that letters are used to create words.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Recognize that letters are used to spell words. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize that letters are used to spell words. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize letters versus non-letter-like shapes. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, explore letters in shared reading and writing activities. 	___Y ___N

Common Core State Standard: L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.2.e. N/A		Indicate Yes or No

Common Core State Standard: L.1.3. (Begins in grade 2)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.3. (Begins in grade 2)		Indicate Yes or No

Common Core State Standard: L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.4.a. With guidance and support, demonstrate understanding of the meaning of newly acquired vocabulary.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Demonstrate understanding of the meaning of newly acquired vocabulary. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, demonstrate understanding of the meaning of newly acquired vocabulary. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Demonstrate understanding of familiar vocabulary. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, respond to words. 	___Y ___N

Common Core State Standard: L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- b. Use frequently occurring affixes as a clue to the meaning of a word.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.4.b. N/A		Indicate Yes or No

Common Core State Standard: L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.4.c. N/A		Indicate Yes or No

Common Core State Standard: L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.5. With guidance and support from adults, demonstrate emerging understandings of word relationships. a. With guidance and support from adults, sort common objects into familiar categories.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Sort common objects or words into three familiar categories. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, sort common objects into familiar categories. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, sort objects based on visual or tactual similarities. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, match a common object with another. 	___Y ___N

Common Core State Standard: L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.5.b. With guidance and support from adults, identify attributes of familiar words.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify attributes of familiar words. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, identify attributes of familiar words. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, select pictures that show attributes described to them. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from adults, follow a model to identify attributes. 	___Y ___N

Common Core State Standard: L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.5.c. With guidance and support from adults, demonstrate understanding of words by identifying real-life connections between words and their use.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify real-life connections between words and their use. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, demonstrate understanding of words by identifying real-life connections between words and their use. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, connect real-life activities to words. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from adults, respond to real-life connections with words. 	___Y ___N

Common Core State Standard: L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.5.d. N/A		Indicate Yes or No

Common Core State Standard: L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.1.6. N/A		Indicate Yes or No