

The STAR Program

Strategies for Teaching based on Autism Research

Authors:

Joel Arick • Lauren Loos • Ruth Falco • Dave Krug

Grades K-4 Reading

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

Compiled by:



503-297-2864

Fax: 503-292-4173

www.starautismsupport.com

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Kindergarten English Language Arts Standards: Reading (Literature) | | | |
|---|--|---|---------------------------------------|
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Key Ideas and Details | | | |
| RL.K.1. With prompting and support, ask and answer questions about key details in a text. | | | L2/R9, L2/R10, L2/E8 L2/E9, L2/E13 |
| RL.K.2. With prompting and support, retell familiar stories, including key details. | | | L2/E8 L2/E9 |
| RL.K.3. With prompting and support, identify characters, settings, and major events in a story. | | | L2/R9, L2/R10 L2/R3 |
| Craft and Structure | | | |
| RL.K.4. Ask and answer questions about unknown words in a text. | | | L3/A1 L3/E13 |
| RL.K.5. Recognize common types of texts (e.g., storybooks, poems). | | | |
| | EERL.K.5. With guidance and support, recognize familiar texts (e.g., storybooks, poems). | Level IV AA Students will: EERL.K.5. Recognize familiar texts | L2/R6, L2/E3 L2/R2 |
| RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | | | |
| | EERL.K.6. With guidance and support, distinguish between words and illustrations in a story. | Level IV AA Students will: EERL.K.6. Distinguish between words and illustrations in a story. | L2/R9, L2/R10 L2/A11 |
| Integration and Knowledge of Ideas | | | |
| RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | | | L3/A12 |
| | EERL.K.7. With guidance and support, match illustrations with the story. | Level IV AA Students will: EERL.K.7. Match illustrations with text in the story. | |
| RL.K.8. (Not applicable to literature) | EERL.K.8. N/A | | N/A |
| RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | | | L3/E15 L3/A13 |
| | EERL.K.9. With guidance and support, identify the adventures or experiences of a character in a familiar story. | Level IV AA Students will: EERL.K.9. Identify the adventures or experiences of a character in a story. | |
| Range of Reading and Level of Text Complexity | | | |
| RL.K.10. Actively engage in group reading activities with purpose and understanding. | | | L3/A13 |

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| First Grade English Language Arts Standards: Reading (Literature) | | | |
|---|--|--|---------------------------------------|
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant Links Lessons |
| Key Ideas and Details | | | |
| RL.1.1. Ask and answer questions about key details in a text. | | | L2/R9, L2/R10, L2/E8 L2/E9, L3/E13 |
| RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | | | L3/E12 L3/A13 |
| RL.1.3. Describe characters, settings, and major events in a story, using key details. | | | L2/R9, L2/R10 L2/R3 |
| Craft and Structure | | | |
| RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | | | L2/R10 L2/R11 |
| RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | | | |
| | EERL.1.5. Classify reading materials into storybooks and informational books. | Level II AA Students will: EERL.1.5. Select specified familiar storybooks to read. | L2/F1 L2/S3 |
| RL.1.6. Identify who is telling the story at various points in a text. | | | |
| | EERL.1.6. Identify a speaker in a familiar story. | Level IV AA Students will: EERL.1.6. Identify the speaker or narrator in a story with multiple speakers or narrators. | L2/S3 |
| Integration of Knowledge and Ideas | | | |
| RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. | | | L3/A13 L2/E7 |
| RL.1.8. (Not applicable to literature) | EERL.1.8. N/A | | N/A |
| RL.1.9. Compare and contrast the adventures and experiences of characters in stories. | | | |
| | EERL.1.9. Identify the adventures or experiences of characters in a familiar story. | Level IV AA Students will: EERL.1.9. Compare the adventures or experiences of characters in a story. | L2/R9 L2/R10 |
| Range of Reading and Level of Text Complexity | | | |
| RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. | | | L3/A13 |

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| Second Grade English Language Arts Standards: Reading (Literature) | | | |
|--|---|---|-------------------------|
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Key Ideas and Details | | | |
| RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | | L2/S3, L3/E13 L3/A13 |
| RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | | | |
| | EERL.2.2. Retell familiar stories from diverse cultures, including two or more elements from different parts of the story. | Level II AA Students will: EERL.2.2. With prompting, retell familiar stories from diverse cultures. | L3/E12 L3/E14 |
| RL.2.3. Describe how characters in a story respond to major events and challenges. | | | |
| | EERL.2.3. Identify the actions and feelings of the characters in a familiar story. | Level III AA Students will: EERL.2.3. Identify the actions and feelings of the characters in a familiar story. | L2/E5, L2/E9 L2/E10 |
| Craft and Structure | | | |
| RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | | | |
| | EERL.2.4. Identify rhyming words or repeated phrases in a familiar story, poem, or song. | Level II AA Students will: EERL.2.4. Complete an open-ended phrase with a word within a familiar story, poem, or song. | L2/S3 |
| RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | | | |
| | EERL.2.5. Determine the beginning and ending of a story. | Level II AA Students will: EERL.2.5. Sequence two events in a story. | L2/E7 |
| RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | | | |
| | EERL.2.6. Identify the speakers in a dialogue. | Level II AA Students will: EERL.2.6. Identify any dialogue in a story. | L2/E4 L2/E9 |
| Integration of Knowledge and Ideas | | | |
| RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | | | |

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|--|--|--|-------------------------|
| | EERL.2.7. Use illustrations in print or digital text to identify characters and settings. | Level IV AA Students will: EERL.2.7. Use illustrations in print or digital text to describe characters and settings. | L2/E8 L2/E9 |
| RL.2.8. (Not applicable to literature) | EERL.2.8. N/A | | N/A |
| RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | | | |
| | EERL.2.9. Identify similarities in two versions of the same story. | Level I AA Students will: EERL.2.9. With guidance and support, identify two versions of the same familiar story. | L3/E3, L3/E4 L3/F14 |
| Range of Reading and Level of Text Complexity | | | |
| RL.2.10. By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RL.2.10. **This Literature Essential Element references all elements above. | | All Lessons Shown Above |
| Third Grade English Language Arts Standards: Reading (Literature) | | | |
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Key Ideas and Details | | | |
| RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | | |
| | EERL.3.1. Answer questions to demonstrate understanding of text. | Level IV AA Students will: EERL.3.1. Ask and answer questions to demonstrate understanding of a text. | L3/E13, L3/E11 L3/S3 |
| RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | | | |
| | EERL.3.2. Retell stories, including fables, folktales, and myths from diverse cultures including details from the text. | Level III AA Students will: EERL.3.2. Retell stories, including fables, folktales, and myths from diverse cultures including details from the text. | L3/A13 L3/E12 |
| RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | | | |
| | EERL.3.3. Identify the traits, motivations, or feelings of characters in a story. | Level IV AA Students will: EERL.3.3. Describe the traits, motivations, or feelings of characters in a story. | L2/E9, L3/E10 L3/A13 |

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|--|--|--|-----------------------------|
| Craft and Structure | | | |
| RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. | EERL.3.4. Determine whether something described in the text could be true. | Level III AA Students will: EERL.3.4. Determine whether something described in the text could be true. | L3/E11 L3/A13 |
| RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | EERL.3.5. Determine the beginning, middle, and end of a story. | Level II AA Students will: EERL.3.5. Identify the beginning or ending of a story. | L2/R8 L3/E14 |
| RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. | EERL.3.6. Identify personal point of view about a character or the narrator. | Level IV AA Students will: EERL.3.6. Explain personal point of view about a character. | L2/S3 L3/A13 |
| Integration of Knowledge and Ideas | | | |
| RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | EERL.3.7. Identify parts of illustrations that depict a particular mood, setting, or character. | Level IV AA Students will: EERL.3.7. Identify the part of an illustration that supports mood, setting, or character as described in the text. | L2/R10 L2/R11 |
| RL.3.8. (Not applicable to literature) | EERL.3.8. N/A | | N/A |
| RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | EERL.3.9. Identify similarities in the settings of two stories by the same author. | Level I AA Students will: EERL.3.9. With guidance and support, identify the setting of a story. | L3/R3 L3/R4 |
| Range of Reading and Level of Text Complexity | | | |
| RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | EERL.3.10. **This Literature Essential Element references all elements above. | | |

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| Fourth Grade English Language Arts Standards: Reading (Literature) | | | |
|---|--|--|-------------------------|
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Key Ideas and Details | | | |
| RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | EERL.4.1. Use details from the text to recount what the text says. | Level IV AA Students will: EERL.4.1. Refer to details in recounting what the text says. | L3/E12 L3/S3 |
| RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. | EERL.4.2. Determine the main idea of a text. | Level II AA Students will: EERL.4.2. When given a detail, identify the central idea of a text. | L3/A13 |
| RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character's thoughts, words, or actions). | EERL.4.3. Use details from text to describe a character in a story. | Level IV AA Students will: EERL.4.3. Use details from text to describe multiple attributes of a character in a story. | L3/E3 L3/A13 |
| Craft and Structure | | | |
| RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | EERL.4.4. Determine meaning of words in context. | Level I AA Students will: EERL.4.4. After listening to or reading a text, touch or look at a picture, object, or other symbolic representation of the word. | L3/A12, L2/R9 L2/R10 |
| RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | EERL.4.5. Recognize a text as a story or poem. | Level II AA Students will: EERL.4.5. Recognize a poem. | L3/E11 |
| RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations. | EERL.4.6. Identify the narrator of a story. | Level II AA Students will: EERL.4.6. Identify the narrator in first-person narratives. | L2/E4 L2/E9 |

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| Integration of Knowledge and Ideas | | | |
| RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | | | |
| | EERL.4.7. Make connections between text and visual or oral presentations. | Level III AA Students will: EERL.4.7. Make connections between text and visual or oral presentations. | L3/A12 |
| RL.4.8. (Not applicable to literature) | EERL.4.8. N/A | | N/A |
| RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | | | |
| | EERL.4.9. Compare and contrast two stories, myths, or texts from different cultures. | Level I AA Students will: EERL.4.9. Identify a story event. | L3/E11, L3/E12 L3/A12 |
| Range of Reading and Level of Text Complexity | | | |
| RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | EERL.4.10. **This Literature Essential Element references all elements above. | | All Lessons Shown Above |

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Kindergarten English Language Arts Standards: Reading (Informational Text)

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|---|--|---------------------------------------|
| Key Ideas and Details | | | |
| RI.K.1. With prompting and support, ask and answer questions about key details in a text. | EERI.K.1. With guidance and support, identify a detail in a familiar text. | | L2/R9, L2/R10, L2/E8 L2/E9, L3/E13 |
| RI.K.2. With prompting and support, identify the main topic and retell key details of a text. | | | |
| | EERI.K.2. With guidance and support, identify the topic of a familiar text. | Level IV AA Students will: ERI.K.2. Indicate the topic of a familiar text. | L2/R9, L2/R10, L2/E8 L2/E9, L3/E13 |
| RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text | | | L2/R10 L2/E9 |
| Craft and Structure | | | |
| RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. | | | L3/A13, L3/E13 L3/A13 |
| RI.K.5. Identify the front cover, back cover, and title page of a book. | | | L3/A13, L3/E14 L3/A13 |
| RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | | | |
| | EERI.K.6. With guidance and support, distinguish between print and illustrations in an informational text. | LEVEL IV AA EERI.K.6. Distinguish between print and illustrations in an informational text. | L2/R9, L2/R10 L2/A11 |
| Integration of Knowledge and Ideas | | | |
| RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | | | |
| | EERI.K.7. With guidance and supports, match illustrations to an informational text. | Level IV AA Students will: EERI.K.7. Match parts of an informational text with illustrations in a text. | L3/A12 |
| RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. | | | |
| | EERI.K.8. With guidance and support, identify points the author makes in an informational text. | Level IV AA Students will: EERI.K.8. Identify points the author makes in an informational text. | L2/R9, L2/R10 L2/E8, L2/E9 |
| RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | | |

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|---|--|---|-------------------------|
| | EERI.K.9. With guidance and support, match similar parts of two texts on the same topic. | Level IV AA Students will: EERI.K.9. Match similar parts of two texts on the same topic. | L2/R7 |
| Range of Reading and Level of Text Complexity | | | |
| RI.K.10. Actively engage in group reading activities with purpose and understanding. | EERI.K.10. **This Literature Essential Element references all elements above. | | |
| First Grade English Language Arts Standards: Reading (Informational Text) | | | |
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Key Ideas and Details | | | |
| RI.1.1. Ask and answer questions about key details in a text. RI.1.1. Ask and answer questions about key details in a text. | | | |
| | EERI.1.1. Identify details in familiar text. EERI.1.1. Identify details in familiar text. | Level IV AA Students will: EERI.1.1. Identify key details in a text. | L2/E9, L2/E10 L3/E13 |
| RI.1.2. Identify the main topic and retell key details of a text. | | | |
| | EERI.1.2. Retell details of a familiar text. | Level IV AA Students will: EERI.1.2. Retell information from text. | L2/E9 L3/A13 |
| RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | |
| | EERI.1.3. With guidance and support, identify events or ideas in a familiar text. | Level IV AA Students will: EERI.1.3. Identify similarities and differences between events or activities in a text. | L3/E3, L3/E4 L3/S2 |
| Craft and Structure | | | |
| RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | | |
| | EERI.1.4. Respond to questions about a new word in familiar text. | Level III AA Students will: EERI.1.4. Respond to questions about a new word in familiar text. | L2/E8 L2/E9 |
| RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | | | |
| | EERI.1.5. With guidance and support, recognize that books have titles. | Level III AA Students will: EERI.1.5. With guidance and support, recognize that books have titles. | L2/R8 L2/R9 |
| RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | | | |

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| | EERI.1.6. With guidance and support, distinguish between text and illustrations in a text. | Level IV AA Students will: EERI.1.6. Demonstrate an understanding that words, pictures, and illustrations give information. | L3/A12 L3/A13 |
| Integration of Knowledge and Ideas | | | |
| RI.1.7. Use the illustrations and details in a text to describe its key ideas. | | | |
| | EERI.1.7. Identify illustration that shows what the text is describing. | Level III AA Students will: EERI.1.7. Identify illustration that shows what the text is describing. | L2/R10 |
| RI.1.8. Identify the reasons an author gives to support points in a text. | | | |
| | EERI.1.8. With guidance and support, identify details that match the topic of a text. | Level II AA Students will: EERI.1.8. With guidance and support, indicate if a detail was in the text. | L2/E8 L2/E9 |
| RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | | |
| | EERI.1.9. With guidance and support, match similar parts of two texts on the same topic. | Level IV AA Students will: EERI.1.9. Identify basic similarities and differences between two illustrations. | L3/E3, L3/E4 L3/S2, L3/S3 |
| Range of Reading and Level of Text Complexity | | | |
| RI.1.10. With prompting and support read informational texts appropriately complex for grade 1. | EERI.1.10. **This Literature Essential Element references all elements above. | | |
| Second Grade English Language Arts Standards: Reading (Informational Text) | | | |
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Key Ideas and Details | | | |
| RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | | |
| | EERI.2.1. Answer who and what questions to demonstrate understanding of details in a familiar text. | Level IV AA Students will: EERI.2.1. Ask and answer questions using the text for supportive evidence | L3/E13 L3/A13 |
| RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | | | |
| | EERI.2.2. Identify the topic of the text. | Level IV AA Students will: EERI.2.2. Identify the topic and a detail of the text. | L3/E12 L3/S3 |

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| RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | | | |
| | EERI.2.3. Sequence at least two steps in a procedure or ideas/incidents in an event. | Level IV AA Students will: EERI.2.3. Identify the order of steps in a sequence containing multiple steps. | L2/R8 L2/F9 |
| Craft and Structure | | | |
| RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | | | |
| | EERI.2.4. Identify words related to a topic of a text. | Level III AA Students will: EERI.2.4. Identify words related to a topic of a text. | L3/A12 |
| RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | | | |
| | EERI.2.5. Locate facts or information in a familiar text. | Level III AA Students will: EERI.2.5. Locate facts or information in a familiar text. | L3/A13 |
| RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | | |
| | EERI.2.6. Identify purpose of a text. | Level III AA Students will: EERI.2.6. Identify the purpose of a text. | L3/S2 L3/S3 |
| Integration of Knowledge and Ideas | | | |
| RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | |
| | EERI.2.7. Demonstrate understanding of how images relate to a familiar informational text. | Level III AA Students will: EERI.2.7. Demonstrate understanding of how images relate to a familiar informational text. | L3/A16 |
| RI.2.8. Describe how reasons support specific points the author makes in a text. | EERI.2.8. N/A (See EERI.2.1.) | | N/A |
| RI.2.9. Compare and contrast the most important points presented by two texts on the same topic. | | | |
| | EERI.2.9. Identify a common element between two texts. | Level III AA Students will: EERI.2.9. Identify a common element between two texts. | L2/R10 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|--|--|-----------------------------|
| Range of Reading and Level of Text Complexity | | | |
| RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | EERI.2.10. **This Informational Text Essential Element references all elements above. | | All of the Above Lessons |
| Third Grade English Language Arts Standards: Reading (Informational Text) | | | |
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Key Ideas and Details | | | |
| RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | | |
| | EERI.3.1. Answer questions related to a familiar text. | Level III AA Students will: EERI.3.1. Answer questions related to a familiar text. | L2/E9 |
| RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | | | |
| | EERI.3.2. Identify a detail of a text. | Level III AA Students will: EERI.3.2. Identify a detail of a text. | L2/R5, L2/F9 L3/F16 |
| RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | | | |
| | EERI.3.3. List the progression of a series of events. | Level III AA Students will: EERI.3.3. List the progression of a series of events. | L2/R8 L3/E14 |
| Craft and Structure | | | |
| RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area. | | | |
| | EERI.3.4. Determine the meaning of vocabulary related to a familiar text. | Level III AA Students will: EERI.3.4. Determine the meaning of vocabulary related to a familiar text. | L3/A12 L3/S3 |
| RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | | |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|--|--|--------------------------|
| | EERI.3.5. Identify text features and search tools. | Level I AA Students will: EERI.3.5. With guidance and support, identify text features. | L2/R9 L2/R10 |
| RI.3.6. Distinguish their own point of view from that of the author of a text. | | | |
| | EERI.3.6. Identify a personal point of view about a text. | Level III AA Students will: EERI.3.6. Identify a personal point of view about a text. | L3/S3 |
| Integration of Knowledge and Ideas | | | |
| RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | | | |
| | EERI.3.7. Demonstrate an understanding of text by connecting a visual element. | Level II AA Students will: EERI.3.7. Identify a visual element in the text. | L3/A12 |
| RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | EERI.3.8. N/A (See EERI.3.3.) | | N/A |
| RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic. | | | |
| | EERI.3.9. Identify similarities of two resources on the same topic. | Level III AA Students will: EERI.3.9. Identify similarities of two resources on the same topic. | L2/R7 |
| Range of Reading and Level of Text Complexity | | | |
| RI.3.10. By the end of the year, read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | EERI.3.10. **This Informational Text Essential Element references all elements above. | | All of the Above Lessons |
| Fourth Grade English Language Arts Standards: Reading (Informational Text) | | | |
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Key Ideas and Details | | | |
| RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | |
| | EERI.4.1. Use details from the text to recount what the text says. | Level III AA Students will: EERI.4.1. Use details from the text to recount what the text says. | L2/E9, L3/A13 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|---|--|--|-----------------------------|
| RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | | |
| | EERI.4.2. Determine a main idea of a text. | Level II AA Students will: EERI.4.2. Recognize the main idea of a text. | L2/E9 L3/A13 |
| RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | | | |
| | EERI.4.3. Use details from text to describe what happened. | Level III AA Students will: EERI.4.3. Use details from text to describe what happened. | L2/R8 |
| Craft and Structure | | | |
| RI.4.4. Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area. | | | |
| | EERI.4.4: Determine meaning of words in context. | Level II AA Students will: EERI.4.4. Identify two or more words that are related to one another. | L3/A12 |
| RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. | | | |
| | EERI.4.5. Identify the chronological structure of a text (first, then, next). | Level II AA Students will: EERI.4.5. Given the chronology of a text, complete missing parts. | L2/E7 L3/R7 |
| RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | | | |
| | EERI.4.6. Identify a firsthand account of an event. | Level II AA Students will: EERI.4.6. Recognize a firsthand account of something the students have done. | L3/S3 |
| Integration of Knowledge and Ideas | | | |
| RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | | | |
| | EERI.4.7. Interpret information presented visually and orally. | Level III AA Students will: EERI.4.7. Interpret information presented visually and orally. | L3/S3 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|---|--|---|-----------------------------|
| RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text. | | | |
| | EERI.4.8. Identify the author's point. | Level II AA Students will: EERI.4.8. With prompts and support, identify from choices a point the author makes. | L3/A13 L2/E9 |
| RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | | |
| | EERI.4.9. Identify similarities of two resources on the same topic. | Level II AA Students will: EERI.4.9. Identify two resources on the same topic. | L3/S3 |
| Range of Reading and Level of Text Complexity | | | |
| RI.4.10. By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | EERI.4.10. **This Informational Text Essential Element references all elements above. | | All of the Above Lessons |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Kindergarten English Language Arts Standards: Reading (Foundational Skills) | | | |
|---|--|---|------------------------------|
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Print Concepts | | | |
| RF.K.1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. | EERF.K.1. With guidance and support, demonstrate an emerging understanding of the organization and basic features of print. a. With guidance and support during shared reading, turn pages one page at a time from beginning to end. | Level IV AA Students will: EERF.K.1.a. Turn pages appropriately while listening to someone read. | L3/F6, L2/R9 L2/R10 |
| b. Recognize that spoken words are represented in written language by specific sequences of letters. | | | L2/A11 |
| c. Understand that words are separated by spaces in print. | | | L3/A13 |
| d. Recognize and name all upper- and lowercase letters of the alphabet. | | | L2/A7 L2/A8 |
| Phonological Awareness | | | |
| RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. | EERF.K.2. With guidance and support, demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes). a. With guidance and support, recognize rhyming words. | Level IV AA Students will: EERF.K.2.a. Recognize rhyming words. Word that rhymes with a familiar word. | L2/R1, L2/R2 L2/E1, L2/S1 |
| b. Count, pronounce, blend, and segment syllables in spoken words. | | | L2/A5 |
| EERF.K.2.b. With guidance and support, recognize the number of words in a spoken message. | EERF.K.2.c. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word. | Level IV AA Students will: EERF.K.2.c. Identify a word that starts with the same sound as a familiar word. | L2/A5 |
| c. Blend and segment onsets and rimes [sic] of single-syllable spoken words. | | | L3/A9 L3/A12 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|---|--|---|-----------------------------|
| d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. 1 (This does not include CVCs ending with /l/, /r/, or /x/) 1 Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word. | EERF.K.2.d. N/A | | N/A |
| e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | EERF.K.2.e. N/A | | N/A |
| Phonics and Word Recognition | | | |
| RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. | | | L2/A7, L2/A8 L3/A9 |
| a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. | | | |
| b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. | EERF.K.3.b. N/A | | N/A |
| c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). | | | |
| | EERF.K.3.c. With guidance and support, recognize common signs and/or symbols in the environment. | Level IV AA Students will: EERF.K.3.c. Recognizes common signs and/or symbols in the environment. | L2/R2 |
| d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | EERF.K.3.d. N/A | | N/A |
| Fluency | | | |
| RF.K.4. Read emergent-reader texts with purpose and understanding. | | | L3/A13 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| First Grade English Language Arts Standards: Reading (Foundational Skills) | | | |
|---|---|---|-----------------------|
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Print Concepts | | | |
| RF.1.1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | | | L3/F14 L3/A13 |
| Phonological Awareness | | | |
| RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. | | | |
| | EERF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Identify spoken rhyming words | Level IV AA Students will: EERF.1.2.a. Match word/picture cards to spoken word. | L2/A11 L3/A12 |
| b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | | | |
| | EERF.1.2.b. With guidance and support, indicate the number of syllables in a spoken word. | Level I AA Students will: EERF.1.2.b. With guidance and support, participate by clapping while peers clap once for a one syllable word spoken by an adult. | L1/R5 |
| c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | | | |
| | EERF.1.2.c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. | Level I AA Students will: EERF.1.2.c. Repeat an onset sound along with the corresponding word. | L1/E2 |
| d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | | | |
| | EERF.1.2.d. Match orally presented segmented phonemes to pictures that are labeled orally first by an adult. | Level II AA Students will: EERF.1.2.d. Point to pictures as an adult labels them. | L2/A12 |
| Phonics and Word Recognition | | | |
| RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant. | | | |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|---|---|-----------------------------|
| | EERF.1.3. Apply letter name and letter-sound knowledge when decoding words during shared activities. a. Identify words that begin with a single-consonant phoneme that is spoken by an adult. | Level II AA Students will: EERF.1.3.a. Identify word/picture cards by the first letter. | L2/A8 L2/A11 |
| b. Decode regularly spelled one-syllable words. | EERF.1.3.b. N/A | | N/A |
| c. Know final -e and common vowel team conventions for representing long vowel sounds. | EERF.1.3.c. N/A | | N/A |
| d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | EERF.1.3.d. N/A | | N/A |
| e. Decode two-syllable words following basic patterns by breaking the words into syllables. | EERF.1.3.e. N/A | | N/A |
| f. Read words with inflectional endings. | EERF.1.3.f. N/A | | N/A |
| g. Recognize and read grade-appropriate irregularly | EERF.1.3.g. N/A | | N/A |
| Fluency | | | |
| RF.1.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. | | | |
| | EERF.1.4. Engage in sustained independent study of books (e.g., studies a book one page at a time). a. Independently engage in exploring a book or navigating pages in a multimedia book. | Level IV AA Students will: EERF.1.4.a. Independently engage in silent study of individual pages while exploring a book or navigating pages in a multimedia book. | L3/A13 |
| b. Read grade-level text orally with accuracy, appropriate rate, and expression. | | | |
| | EERF.1.4.b. Sustain attention to a variety of reading materials reflecting a variety of text genre. | Level IV AA Students will: EERF.1.4.b. Select a preferred book or text and attend to the reading. | L3/F6 L3/F14 |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | EERF.1.4.c. N/A | | |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Second Grade English Language Arts Standards: Reading (Foundational Skills) | | | |
|---|---|---|-----------------------|
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Phonics and Word Recognition | | | |
| RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. | | | |
| | EERF.2.3.a-c. Apply letter- sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations. | Level IV AA Students will: EERF.2.3.a-c. Use letter-sound associations in efforts to decode and spell words. | L3/A16 L3/A9 |
| d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling- sound correspondences. | | | |
| | EERF.2.3.d-e. Identify the beginning sound of familiar words beginning with a single consonant sound. | Level IV AA Students will: EERF.2.3.d-e. Uses knowledge of initial consonant sounds in efforts to spell words. | L3/A9 L3/A16 |
| f. Recognize and read grade-appropriate irregularly spelled words. | | | |
| | EERF.2.3.f. Recognize 10 or more written words. | Level IV AA Students will: EERF.2.3.f. Reads 10 or more written words in a simple, connected text. | L3/A13 |
| Fluency | | | |
| RF.2.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | |
| | EERF.2.4. Read a shared- reading selection. | Level IV AA Students will: EERF.2.4. Read simple text. | L3/A13 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Third Grade English Language Arts Standards: Reading (Foundational Skills) | | | |
|--|--|--|-----------------------|
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Phonics and Word Recognition | | | |
| RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. | EERF.3.3. Apply letter- sound skills in decoding consonant sounds of familiar one-syllable words. a. In context, demonstrate basic knowledge of letter- sound correspondences. | Level III AA Students will: EERF.3.3.a. In context, demonstrate basic knowledge of letter-sound correspondences. | L3/A9 |
| b. Decode words with common Latin suffixes. | EERF.3.3.b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes). | Level I AA Students will: EERF.3.3.b. With guidance and support, identify the initial sound that matches. | L3/A12 |
| c. Decode multi-syllable words. | EERF.3.3.c. N/A | | N/A |
| d. Read grade- appropriate irregularly spelled words. | EERF.3.3.d. Recognize 40 or more written words. | Level IV AA Students will: EERF.3.3.d. Recognize 50 or more written words. | L3/A12 L3/A13 |
| Fluency | | | |
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. | EERF.3.4. Read text comprised of familiar words to support comprehension. a. Read familiar text with purpose and understanding. | Level II AA Students will: EERF.3.4.a. Listen to familiar text with purpose and understanding. | L3/F6 |
| b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. | EERF.3.4.b. N/A | | N/A |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | EERF.3.4.c. Use context to determine missing words in familiar texts. | Level I AA Students will: EERF.3.4.c. With guidance and support, identify a word that completes a familiar statement. | L3/A16 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Fourth Grade English Language Arts Standards: Reading (Foundational Skills) | | | |
|---|--|--|-----------------------|
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Phonics and Word Recognition | | | |
| <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | | | |
| | <p>EERF.4.3. Know and apply phonics and word analysis skills in decoding words.</p> <p>a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.</p> | <p>Level I AA Students will:</p> <p>EERF.4.3.a. Identify a missing word from a sentence presented orally.</p> | L3/A12 |
| <p>b. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | | | |
| | <p>EERF.4.3.b. Decode single- syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high- frequency rhymes).</p> | <p>Level I AA Students will:</p> <p>EERF.4.3.b. Repeat letter-sounds.</p> | L3/A9 |
| Fluency | | | |
| <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Decode multi-syllable words.</p> | | | |
| | <p>EERF.4.4. Read text comprised of familiar words with accuracy and understanding.</p> | <p>Level III AA Students will:</p> <p>EERF.4.4. Read text comprised of familiar words with accuracy and understanding.</p> | L3/A13 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Kindergarten English Language Arts Standards: Writing | | | |
|---|--|--|-----------------------|
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Text Types and Purposes | | | |
| W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). | | | |
| | EEW.K.1. With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it. | Level IV AA Students will: EEW.K.1. Given a topic or book, and use drawing, dictating, or writing to state an opinion about it. | L3/A16 |
| W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | | | |
| | EEW.K.2. With guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic. | Level IV AA Students will: EEW.K.2. Select a topic and use drawing, dictating, or writing to share information about it. | L3/A16 |
| W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | | | |
| | EEW.K.3. With guidance and support, select an event and use drawing, dictating, or writing to narrate information about it. | Level IV AA Students will: EEW.K.3. Select an event and use drawing, dictating, or writing to narrate information about it. Narrate a single event. | L3/S2 L3/A16 |
| Production and Distribution of Writing | | | |
| W.K.4. (Begins in grade 3) | EEW.K.4. (Begins in grade 3) | | |
| W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | EEW.K.5. (Begins in grade 1) | | |
| W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | |
| | EEW.K.6. With guidance and support from adults, explore a variety of digital tools to produce writing. | Level IV AA Students will: EEW.K.6. Explore a variety of digital tools to produce writing that is published. | L3/F12 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|---|--|---|-----------------------------|
| Research to Build and Present Knowledge | | | |
| W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | | | |
| | EEW.K.7. With guidance and support, participate in shared research and writing projects. | Level IV AA Students will: EEW.K.7. Participate in shared research and writing projects | L3/F16 |
| W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | |
| W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | |
| | EEW.K.8. With guidance and support from adults, identify information, objects, or events that relate to personal experiences. | Level IV AA Students will: EEW.K.8. Identify information, objects, or events that relate to personal experiences. | L3/F16 L3/S3 |
| W.K.9. (Begins in grade 4) | EEW.K.9. (Begins in grade 4) | | |
| Range of Writing | | | |
| W.K.10. (Begins in grade 3) | EEW.K.10. (Begins in grade) | | |
| First Grade English Language Arts Standards: Writing | | | |
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Text Types and Purposes | | | |
| W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | | | |
| | EEW.1.1. Select a book and use drawing, dictating, or writing to state an opinion about it. | Level IV AA Students will: EEW.1.1. Select a selected topic or book and use drawing, dictating, or writing to state an opinion about it. | L3/A16 |
| W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | | |
| | EEW.1.2. Select a topic and use drawing, dictating, or writing to share information about it. | Level III AA Students will: EEW.1.2. Select a topic and use drawing, dictating, or writing to share information about it. | L3/A16 L3/S3 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|---|--|--|-----------------------------|
| W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | | | |
| | EEW.1.3. Select an event and use drawing, dictating, or writing to share information about it. | Level II AA Students will: EEW.1.3. With guidance and support, select an event and use drawing, dictating, or writing to share information about it. | L3/S3 L3/A16 |
| Production and Distribution of Writing | | | |
| W.1.4. (Begins in grade 3) | EEW.1.4. (Begins in grade 3) | | |
| W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | | |
| | EEW.1.5. With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it. | Level III AA Students will: EEW.1.5. With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it. | L3/S3 L3/A16 |
| W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | |
| | EEW.1.6 With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers. | Level III AA Students will: EEW.1.6. With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers. | L3/F12 |
| Research to Build and Present Knowledge | | | |
| W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how- to” books on a given topic and use them to write a sequence of instructions). | | | |
| | EEW.1.7. Participate in shared research and writing projects. | Level IV AA Students will: EEW.1.7. Participate to share research and writing projects with others. | L3/F16 L2/E9 |
| W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | |
| | EEW.1.8. With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences. | Level IV AA Students will: EEW.1.8. With guidance and support from adults, recall information from experiences and answer simple questions about those experiences. | L3/S3 L3F16 |
| W.1.9. (Begins in grade 4) | EEW.1.9. (Begins in grade 4) | | |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|--|---|-----------------------------|
| Range of Writing | | | |
| W.1.10. (Begins in grade 3) | EEW.1.10. (Begins in grade 3) | | |
| Second Grade English Language Arts Standards: Writing | | | |
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Text Types and Purposes | | | |
| W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | | | |
| | EEW.2.1. Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion. | Level IV AA Students will: EEW.2.1. Select a book and write to state opinions about it and reasons to support the opinions. | L3/F14, L3/F12 L3/S3 |
| W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | | | |
| | EEW.2.2. Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic. | Level IV AA Students will: EEW.2.2. Select a topic and use writing to compose a message with two facts about the topic. | L3/F12 L3/A16 |
| W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | | |
| | EEW.2.3. Select an event or personal experience and use drawing, writing, or dictating to compose a message about it. | Level IV AA Students will: EEW.2.3. Select an event or personal experience and write a message about it | L3/A16 |
| Production and Distribution of Writing | | | |
| W.2.4. (Begins in grade 3) | EEW.2.4. (Begins in grade 3) | | |
| W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | | | |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|--|--|-----------------------------|
| Text Types and Purposes | | | |
| W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | |
| | EEW.2.6. With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing. | Level III AA Students will: EEW.2.6. With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing. | L3/F12 L3/F16 |
| Research to Build and Present Knowledge | | | |
| W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | | | |
| | EEW.2.7. Participate in shared writing projects - communicate a message to add information. | Level III AA Students will: EEW.2.7. Participate in shared writing projects - communicate a message to add information. | L3/F16 |
| W.2.8. Recall information from experiences or gather information from provided sources to answer a question. | | | |
| | EEW.2.8. Identify information related to personal experiences and answer simple questions about those experiences. | Level IV AA Students will: EEW.2.8. Recall information related to personal experiences and answer simple questions about those experiences. | L3/E12 L3/S3 |
| W.2.9. (Begins in grade 4) | EEW.2.9. (Begins in grade 4) | | |
| Range of Writing | | | |
| W.2.10. (Begins in grade 3) | EEW.2.10. (Begins in grade 3) | | |
| Third Grade English Language Arts Standards: Writing | | | |
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Text Types and Purposes | | | |
| W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. | | | |
| | EEW.3.1.a-b. Select a text and write to state an opinion about it and one reason to support the opinion. | Level II AA Students will: EEW.3.1.a-b. With guidance and support, select a text and write, draw, or dictate an opinion about it and one reason to support the opinion. | L3/A16 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|---|---|---|-----------------------------|
| c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. | EEW.3.1.c. N/A | | N/A |
| d. Provide a concluding statement or section. | EEW.3.1.d. N/A | | N/A |
| W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. | | | |
| | EEW.3.2.a-b. Select a topic and write about it including one fact or detail. | Level IV AA Students will: EEW.3.2.a-b. Select a topic and write about it including facts or details. | L3/A16 L3/F12 |
| c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | EEW.3.2.c. N/A | | N/A |
| d. Provide a concluding statement or section. | EEW.3.2.d. N/A | | N/A |
| W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | | | |
| | EEW.3.3.a. Select an event or personal experience and write one thing about it. | Level II AA Students will: EEW.3.3.a. With guidance and support, select an event or personal experience and write one thing about it. | L3/A16 |
| b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | EEW.3.3.b. N/A | | N/A |
| c. Use temporal words and phrases to signal event order. | EEW.3.3.c. N/A | | N/A |
| d. Provide a sense of closure. | EEW.3.3.d. N/A | | N/A |
| Production and Distribution of Writing | | | |
| W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|---|---|-----------------------------|
| | EEW.3.4. With guidance and support, produce writing that expresses more than one idea. | Level III AA Students will: EEW.3.4. With guidance and support, produce writing that expresses more than one idea. | L3/F16 |
| W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | | |
| | EEW.3.5. With guidance and support from adults and peers, revise own writing by adding more information. | Level II AA Students will: EEW.3.5. With guidance and support from adults and peers, add more to own writing. | L3/F12 L3/A16 |
| W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | | | |
| | EEW.3.6. With guidance and support from adults, use technology to produce writing while interacting and collaborating with others. | Level III AA Students will: EEW.3.6. With guidance and support from adults, use technology to produce writing while interacting and collaborating with others. | L3/F12 |
| Research to Build and Present Knowledge | | | |
| W.3.7. Conduct short research projects that build knowledge about a topic. | | | |
| | EEW.3.7. Gather information about a topic for a group research project. | Level III AA Students will: EEW.3.7. Gather information about a topic from one source for a group research project. | L3/F16 |
| W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | | |
| | EEW.3.8. Sort information into two provided categories and write information learned about them. | Level IV AA Students will: EEW.3.8. Sort information into three or more provided categories and write information learned about them. | L2/R7 L3/A16 |
| W.3.9. (Begins in grade 4) | EEW.3.9. (Begins in grade 4.) | | |
| Range of Writing | | | |
| W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | |
| | EEW.3.10. Write routinely for a variety of tasks, purposes, and audiences. | Level II AA Students will: EEW.3.10. With guidance and support, write routinely for a variety of tasks, purposes, and audiences. | L3/F12 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Fourth Grade English Language Arts Standards: Writing | | | |
|--|--|--|---|
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Text Types and Purposes | | | |
| W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. | EEW.4.1. Write an opinion about a topic or text and reasons to support the opinion. a. Select a topic or text and write an opinion about it. | Level II AA Students will: EEW.4.1.a. Given a topic or text, write an opinion about it. | L3/A16 |
| | b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). | EEW.4.1.b-c. List reasons to support the opinion. | Level II AA Students will: EEW.4.1.b-c. Identify a reason to support an opinion. |
| d. Provide a concluding statement or section related to the opinion presented. | EEW.4.1.d. N/A | | N/A |
| W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | EEW.4.2. Write to convey ideas and information clearly. a. Select a topic and related visual, tactual, or multimedia information. | Level III AA Students will: EEW.4.2.a. Select a topic and related visual, tactual, or multimedia information. | L3/S1, L3/S2 L3/S3 |
| | b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | EEW.4.2.b. List words, facts, or details related to the topic. | Level III AA Students will: EEW.4.2.b. List words, facts, or details related to the topic. |
| c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). | EEW.4.2.c. N/A | | N/A |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|--|---|-----------------------------|
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | EEW.4.2.d. N/A | | N/A |
| e. Provide a concluding statement or section related to the information or explanation presented. | EEW.4.2.e. N/A | | N/A |
| W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | | | |
| | EEW.4.3. Select an event or personal experience and write about it. a. Write about two events in sequence related to a personal experience. | Level II AA Students will: EEW.4.3.a. Write about an event or personal experience. | L3/A16 L2/R8 |
| b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. | | | |
| | EEW.4.3.b. List words that describe an event or personal experience to use when writing about it. | Level II AA Students will: EEW.4.3.b. Select words that describe an event or personal experience when writing about it. | L3/A12 |
| c. Use a variety of transitional words and phrases to manage the sequence of events. | EEW.4.3.c. N/A | | N/A |
| d. Use concrete words and phrases and sensory details to convey experiences and events precisely. | EEW.4.3.d. N/A | | N/A |
| e. Provide a conclusion that follows from the narrated experiences or events. | EEW.4.3.e. N/A | | N/A |
| Production and Distribution of Writing | | | |
| W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | |
| | EEW.4.4. Produce writing that expresses more than one idea with a logical organization. | Level II AA Students will: EEW.4.4. With guidance and support, produce writing that expresses more than one idea with a logical organization. | L3/A16 L3/S3 |
| W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | | |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|---|--|--|-----------------------------|
| | EEW.4.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information. | Level I AA Students will: EEW.4.5. With guidance and support from peers, participate in group brainstorming of words to include in writing. | L3/A16, L3/F12 L3/S3 |
| W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | | | |
| | EEW.4.6. With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. | Level II AA Students will: EEW.4.6. With guidance and support from adults, use technology to produce writing. | L3/F12 L3/A16 |
| Research to Build and Present Knowledge | | | |
| W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | | |
| | EEW.4.7. Gather information about a topic from two or more sources for a group research project. | Level II AA Students will: EEW.4.7. With guidance and support, gather information about a topic from one source for a group research project. | L3/F16 L3/S3 |
| W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | | | |
| | EEW.4.8. Recall information from personal experiences and sort into provided categories. | Level II AA Students will: EEW.4.8. With guidance and support, recall information from personal experiences and sort into provided categories. | L2/R7 L3/E12 |
| W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). | | | |
| | EEW.4.9. Recall information from literary and informational text to support writing. a. Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., "Use details from text to describe a character in a story."). | Level II AA Students will: EEW.4.9.a. With guidance and support, apply Essential Elements of Grade 4 Reading Standards to literature (e.g., "Use details from text to describe a character in a story."). | L3/A16 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

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| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|---|---|-----------------------------|
| b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). | | | |
| | EEW.4.9.b. Apply Essential Elements of Grade 4 Reading Standards to informational text (e.g., “Use details from the text to recount what the text says.”). | Level II AA Students will: EEW.4.9.b. With guidance and support, apply Essential Elements of Grade 4 Reading Standards to informational text (e.g., “Use details from the text to recount what the text says.”). | L3/A13 L3/A16 |
| Range of Writing | | | |
| W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | | |
| | EEW.4.10. Write routinely for a variety of tasks, purposes, and audiences. | Level II AA Students will: EEW.4.10. With guidance and support, write routinely for a variety of tasks, purposes, and audiences. | L3/F12 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Kindergarten English Language Arts Standards: Speaking and Listening | | | |
|---|---|--|------------------------------|
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Comprehension and Collaboration. | | | |
| SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | | | |
| | EESL.K.1. Participate in communication exchanges with diverse partners. a. Communicate directly with peers. | Level IV AA Students will: EESL.K.1.a. Participate in multiple-turn communication exchanges with peers. | L3/P2, L3/S2 L3/F5 |
| b. Continue a conversation through multiple exchanges. | | | |
| | EESL.K.1.b. Participate in multiple-turn communication exchanges with adults. | Level IV AA Students will: EESL.K.1.b. Initiate or sustain multiple-turn communication exchanges with adults. | L2/P3 L2/S3 |
| SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | | | |
| | EESL.K.2. Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions. | Level IV AA Students will: EESL.K.2. Confirm understanding of a familiar text read aloud. | L3/F6 L2/S3 |
| SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | | | L2/S3, L3/E13 L3/S3 |
| Presentation and Knowledge of Ideas | | | |
| SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | | | L2/E4, L2/E3 L2/E5, L2/S3 |
| SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | | | |
| | EESL.K.5. With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. | Level IV AA Students will: EESL.K.5. Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. | L2/R2, L2/R3 L2/R4, L2/R8 |
| SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. | | | |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|--|---|-------------------------------|
| | EESL.K.6. With guidance and support, communicate thoughts, feelings, and ideas. | Level IV AA Students will: EESL.K.6. Communicate thoughts, feelings, and ideas. | L2/E10, L2/E11 L3/S2 |
| First Grade English Language Arts Standards: Speaking and Listening | | | |
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Comprehension and Collaboration. | | | |
| SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | | | |
| | EESL.1.1. Participate in conversations with peers and adults. a. Engage in multiple- turn exchanges with peers. | Level IV AA Students will: EESL.1.1.a. Initiate multiple-turn exchanges with peers. | L2/P4, L2/F6 L2/F11, L3/S3 |
| b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. | | | |
| | EESL.1.1.b. Build on comments or topics initiated by an adult. | Level IV AA Students will: EESL.1.1.b. Build on comments or topics initiated by an adult and peers. | L3/S3 L3/F6 |
| c. Ask questions to clear up any confusion about the topics and texts under discussion. | | | |
| | EESL.1.1.c. Uses one or two words to ask questions related to personally relevant topics. | Level IV AA Students will: EESL.1.1.c. Combines three or more words to ask questions related to personally relevant topics. | L3/E13 L3/F6 |
| SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | | |
| | EESL.1.2. During shared reading activities, answer questions about details presented orally or through other media. | Level IV AA Students will: EESL.1.2. During shared reading activities, ask and answer questions about key details presented orally or through other media. | L2/S3, L3/F6 L3/E9 |
| SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | | |
| | EESL.1.3. Ask for help when needed. | Level IV AA Students will: EESL.1.3. Ask for help when needed using words. | L2/S1 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|--|---|------------------------|
| Presentation and Knowledge of Ideas | | | |
| SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | | | |
| | EESL.1.4. With guidance and support, identify familiar people, places, things, and events. | Level IV AA Students will: EESL.1.4. Identify familiar people, places, things, and events. | L2/R2, L2/R3 L2/R4 |
| SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | | |
| | EESL.1.5. Communicate own thoughts, feelings, or ideas. | Level IV AA Students will: EESL.1.5. Combine three or more words, signs, or symbols to communicate own thoughts, feelings, or ideas. | L2/S1, L3/S1 L2/E10 |
| SL.1.6. Produce complete sentences when appropriate to task and situation. | | | |
| | EESL.1.6. With guidance and support, provide more information to clarify ideas, thoughts, and feelings. | Level IV AA Students will: EESL.1.6. Add more to clarify communication about own thoughts, feelings, or ideas. | L3/S1 |
| Second Grade English Language Arts Standards: Speaking and Listening | | | |
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Comprehension and Collaboration. | | | |
| SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | | | |
| | EESL.2.1. Participate in conversations with peers and adults in small groups. a. Engage in multiple- turn exchanges with peers and adults in small groups. | Level IV AA Students will: EESL.2.1.a. Engage in multiple-turn exchanges with peers in small groups. | L3/F6 L3/P2 |
| b. Build on others' talk in conversations by linking their comments to the remarks of others. | | | |
| | EERF.2.1.b. Build on comments or topics initiated by adults and peers. | Level III AA Students will: EESL.2.1.b. Build on comments or topics initiated by adults and peers. | L3/F6, L3/F2 L3/S3 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

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| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|--|--|-----------------------------|
| c. Ask for clarification and further explanation as needed about the topics and texts under discussion. | | | |
| | EESL.2.1.c. Ask questions related to a prescribed topic or text. | Level III AA Students will: EESL.2.1.c. Ask questions related to a prescribed topic or text. | L3/S3 L3/E13 |
| SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | | | |
| | EESL.2.2. Ask and answer questions about key details from a text read aloud or information presented orally or through other media. | Level III AA Students will: EESL.2.2. Ask and answer questions about key details from a text read aloud or information presented orally or through other media. | L3/S3 L3/E11 |
| SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | | |
| | EESL.2.3. Answer questions about what a speaker says. | Level III AA Students will: EESL.2.3. Answer questions about what a speaker says. | L3/S1 L3/S3 |
| Presentation and Knowledge of Ideas | | | |
| SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | | |
| | EESL.2.4. Identify a photograph or object that reflects a personal experience and tell one detail about it. | Level IV AA Students will: EESL.2.4. Identify a photograph or object that reflects a personal experience and describe it. | L3/E12 |
| SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | | | |
| | EESL.2.5. Select a visual, audio, or tactual representation to depict an experience, thoughts, or feelings. | Level IV AA Students will: EESL.2.5. Produce a visual, audio, or tactual representation to depict an experience, thoughts, or feelings. | L3/A17 L3/A16 |
| SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | | | |
| | EESL.2.6. Communicate to provide clarification. | Level IV AA Students will: EESL.2.6. Communicate own thoughts, feelings, and ideas to provide details or clarification. | L3/E12 L3F6 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

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| Third Grade English Language Arts Standards: Speaking and Listening | | | |
|--|---|---|----------------------------|
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Comprehension and Collaboration. | | | |
| <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> | <p>EESL.3.1. Participate in collaborative opportunities.</p> <p>a. Engage in collaborative interactions about texts.</p> | <p>Level III AA Students will:</p> <p>EESL.3.1.a. Engage in collaborative interactions about texts.</p> | <p>L3/S3</p> <p>L3/F6</p> |
| <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> | <p>EESL.3.1.b. Listen to others' ideas before responding.</p> | <p>Level III AA Students will:</p> <p>EESL.3.1.b. Listen to others' ideas before responding.</p> | <p>L3/S2</p> <p>L3/P2</p> |
| <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> | <p>EESL.3.1.c. Ask questions that link to ideas of others.</p> | <p>Level III AA Students will:</p> <p>EESL.3.1.c. Ask questions that link to ideas of others.</p> | <p>L3/E13</p> <p>L3/F6</p> |
| <p>d. Explain their own ideas and understanding in light of the discussion.</p> | <p>EESL.3.1.d. Express ideas clearly.</p> | <p>Level IV AA Students will:</p> <p>EESL.3.1.d. Explain ideas clearly.</p> | <p>L3/S3</p> <p>L3/E9</p> |
| <p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p>EESL.3.2. Ask and answer questions about details from a text read aloud or information presented orally or through other media.</p> | <p>Level III AA Students will:</p> <p>EESL.3.2. Ask and answer questions about details from a text read aloud or information presented orally or through other media.</p> | <p>L3/E11</p> <p>L3/S3</p> |
| <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> | | | |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

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| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|---|--|--------------------------------|
| | EESL.3.3. Ask or answer questions about what a speaker says. | Level III AA Students will: EESL.3.3. Ask or answer a question about what a speaker says. | L3/S3 L3/E13 |
| Presentation and Knowledge of Ideas | | | |
| SL.3.4. Report on a topic or text, a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | | | |
| | EESL.3.4. Recount a personal experience including details. | Level III AA Students will: EESL.3.4. Recount a personal experience including details. | L3/S3 L3/E12 |
| SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | | | |
| | EESL.3.5. Create a multimedia presentation of a story or poem. | Level III AA Students will: EESL.3.5. Create a multimedia presentation of a story or poem. | L3/R7, L3/E14 L3/S3, L3/F12 |
| SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | | | |
| | EESL.3.6. Combine words for effective communication to clarify thoughts, feelings, and ideas. | Level III AA Students will: EESL.3.6. Combine words for effective communication to clarify thoughts, feelings, and ideas. | L3/E9, L3/S3 L2/E10 |
| Fourth Grade English Language Arts Standards: Speaking and Listening | | | |
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Comprehension and Collaboration. | | | |
| SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | | | |
| | EESL.4.1.a. Participate in communicative exchanges to communicate directly with peers in multi-turn exchanges. a. Contribute ideas from prior knowledge and experience during discussions about text. | Level III AA Students will: EESL.4.1.a. Contribute ideas from prior knowledge and experience during discussions about text. | L3S3, L3/E12 L3/F6 |

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| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|---|---|-----------------------------|
| b. Follow agreed-upon rules for discussions and carry out assigned roles. | | | |
| | EESL.4.1.b. Take turns in discussions with others. | Level III AA Students will: EESL.4.1.b. Take turns in discussions with others. | L3/E15, L3/S2 L3/P2 |
| c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | | | |
| | EESL.4.1.c. Ask and answer questions about information presented by others. | Level II AA Students will: EESL.4.1.c. Ask and answer questions about the topic. | L3/E11 L3/S3 |
| d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | | |
| | EESL.4.1.d. Identify the key ideas of the discussion. | Level III AA Students will: EESL.4.1.d. Identify the key ideas of the discussion. | L3/E3, L3/S3 L3/F16 |
| SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | | |
| | EESL.4.2. Identify the main idea of a text presented through diverse media. | Level III AA Students will: EESL.4.2. Identify the main idea of a text presented through diverse media. | L3/S3 L3/F6 |
| SL.4.3. Identify the reasons and evidence a speaker provides to support particular points. | | | |
| | | Level III AA Students will: EESL.4.3. Identify a point that the speaker makes. | L3/E12, L3/E15 L3/S3 |
| Presentation and Knowledge of Ideas | | | |
| SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | |
| | EESL.4.4. Tell a story about a personal experience with supporting details. | Level III AA Students will: EESL.4.4. Tell a story about a personal experience with supporting details. | L3/E12, L3/S3 L3/A16 |
| SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | | | |
| | EESL.4.5. Add audio recordings or visuals to a presentation about a personally relevant topic. | Level II AA Students will: EESL.4.5. Select pictures, objects, or artifacts or label pictures, objects, or artifacts to contribute to a simple presentation about a personally relevant topic. | L2/R2, L3/F16 L3/R1 |

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| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|---|---|---|-----------------------|
| SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. | | | |
| | EESL.4.6. Differentiate between communication partners and contexts that call for formal and informal communication. | Level III AA Students will: EESL.4.6. Differentiate between communication partners and contexts that call for formal and informal communication. | L3/S3 L3/E11 |
| Kindergarten English Language Arts Standards: Language | | | |
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Conventions of Standard English. | | | |
| L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | L2/A12 |
| a. Print many upper- and lowercase letters. | | | |
| b. Use frequently occurring nouns and verbs. | | | L2/E3 L2/E5 |
| c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). | EEL.K.1.c. N/A | | N/A |
| d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). | | | |
| | EEL.K.1.d. With guidance and support, answer simple questions (e.g., who, what). | Level IV AA Students will: EEL.K.1.d. When asked a question beginning with what, why, or who, will reply with appropriate response. | L2/E3, L2/E4 L2/E5 |
| e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). | | | |
| | EEL.K.1.e. With guidance and support, demonstrate understanding of common prepositions: on, off, in, out. | Level IV AA Students will: EEL.K.1.e. Follow directions that involve location requests. | L2/R5 L2/R6 |
| f. Produce and expand complete sentences in shared language activities. | | | |
| | EEL.K.1.f. With guidance and support, link two or more words together in communication. | Level III AA Students will: EEL.K.1.f. With guidance and support, link two or more words together in communication. | L2/S1 |

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| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|---|--|--|----------------------------------|
| <p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> | | | |
| | <p>EEL.K.2. Demonstrate emerging understandings of writing.</p> <p>a-d. Demonstrate emerging understandings of writing.</p> | <p>Level IV AA Students will:</p> <p>EEL.K.2.a-d. Distinguish between writing and drawing.</p> | <p>L2/A12, L3/A13 L3/A16</p> |
| Knowledge of Language | | | |
| L.K.3. (Begins in grade 2) | EEL.K.3. (Begins in grade 2) | | |
| Vocabulary Acquisition and Use | | | |
| <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> | | | |
| | <p>EEL.K.4. Demonstrate an understanding of vocabulary based on reading and other content.</p> <p>a. Demonstrate an understanding of familiar words.</p> | <p>Level IV AA Students will:</p> <p>EEL.K.4.a. Respond to familiar words that have multiple meanings.</p> | <p>L2/R2 L3/S1</p> |
| <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> | EEL.K.4.b. N/A | | N/A |
| <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> | | | |
| | <p>EEL.K.5. With guidance and support from adults, explore word relationships:</p> <p>a. With guidance and support, sort common objects into familiar categories.</p> | <p>Level IV AA Students will:</p> <p>EEL.K.5.a. Sort common objects into familiar categories.</p> | L2/R7 |

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|--|--|---|-----------------------|
| b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | | | |
| | EEL.K.5.b. With guidance and support, demonstrate understanding of frequently occurring opposites. | Level IV AA Students will: EEL.K.5.b. Responds to opposites with appropriate actions. | L3/R4 L1/E3 |
| c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). | | | |
| | EEL.K.5.c. With guidance and support, use words to communicate in real-life situations. | Level IV AA Students will: EEL.K.5.c. Identify real-life connections with words and use. | L3/R1 L2/S1 |
| d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | | | |
| | EEL.K.5.d. With guidance and support, demonstrate an understanding of common verbs. | Level IV AA Students will: EEL.K.5.d. Demonstrate an understanding of common verbs. | L2/R4 L2/E6 |
| L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | | |
| | EEL.K.6. Use words acquired through conversations, being read to, and during shared reading activities. | Level IV AA Students will: EEL.K.6. Uses/applies frequently used words in familiar contexts. | L2/E4, L2R6 L3/F14 |
| First Grade English Language Arts Standards: Language | | | |
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Conventions of Standard English. | | | |
| L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | EEL.1.1. Demonstrate emerging understandings of standard English usage when communicating. | | L2/A12 |
| a. Print all upper- and lowercase letters. | a. Write letters from own name. | | |
| b. Use common, proper, and possessive nouns. | | | |
| | EEL.1.1.b. With guidance and support, use familiar nouns (e.g., own name, Mom, dog) in isolation. | Level IV AA Students will: EEL1.1.b. Use familiar nouns. | L2/E3, L2/E4 L2/S3 |
| c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). | | | |

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|--|--|--|-----------------------|
| | EEL.1.1.c. With guidance and support, produce noun Err:509 | Level IV AA Students will: EEL.1.1.c. Produce noun + verb or verb + noun combinations. | L3/S1, L3/S2 L3/S3 |
| d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). | | | |
| | EEL.1.1.d. With guidance and support, use familiar personal pronouns (e.g., I, me, and you). | Level IV AA Students will: EEL.1.1.d. Use personal pronouns (e.g., I, me, he, she, you). | L3/E10 L3/S3 |
| e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). | | | |
| | EEL.1.1.e. With guidance and support, use familiar present tense verbs. | Level IV AA Students will: EEL.1.1.e. Use familiar present tense verbs. | L2/E5, L2/E6 L2/S3 |
| f. Use frequently occurring adjectives. | | | |
| | EEL.1.1.f. With guidance and support, use familiar frequently occurring adjectives. (e.g., big, hot). | Level IV AA Students will: EEL.1.1.f. Use adjectives. (e.g., big, hot). | L3/E3 L3/S2 |
| g. Use frequently occurring conjunctions (e.g., and, but, or, so, because) | EEL.1.1.g. N/A | | N/A |
| h. Use determiners (e.g., articles, demonstratives). | EEL.1.1.h. N/A | | N/A |
| i. Use frequently occurring prepositions (e.g., during, beyond, toward). | | | |
| | EEL.1.1.i. With guidance and support, use frequently occurring prepositions: in, out, on, off. | Level IV AA Students will: EEL.1.1.i. Use frequently occurring prepositions: in, out, on, off. | L3/R2 L3/E2 |
| j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | | | |
| | EEL.1.1.j. With guidance and support, use simple question words (interrogatives) (e.g., who, what). | Level III AA Students will: EEL.1.1.j. With guidance and support, use simple question words (interrogatives) (e.g., who, what). | L3/E13 |
| L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | |
| a. Capitalize dates and names of people. | | | |

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| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|---|---|---|-----------------------------|
| | EEL.1.2. Demonstrate emerging understandings of the use of conventions of standard English during communication. a. Locate first letter in own name when presented with name. | Level IV AA Students will: EEL.1.2.a. N/A | L2/A8 L2/A9 |
| a. Use end punctuation for sentences. | EEL.1.2.b. N/A | | N/A |
| b. Use commas in dates and to separate single words in a series. | EEL.1.2.c. N/A | | N/A |
| c. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | | | |
| | EEL.1.2.d. With guidance and support, recognize that letters are used to create words. | Level IV AA Students will: EEL.1.2.d. Recognize that letters are used to spell words. | L3/A15 L3/A16 |
| e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | EEL.1.2.e. N/A | | 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 grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. | | | |
| | EEL.1.4.a. With guidance and support, demonstrate understanding of the meaning of newly acquired vocabulary. | Level IV AA Students will: EEL.1.4.a. Demonstrate understanding of the meaning of newly acquired vocabulary. | L2/R2 |
| b. Use frequently occurring affixes as a clue to the meaning of a word. | EEL.1.4.b. N/A | | N/A |
| c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). | EEL.1.4.c. N/A | | N/A |
| 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. | | | |

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|--|--|---|-----------------------|
| | EEL.1.5. With guidance and support from adults, demonstrate emerging understandings of word relationships. a. With guidance and support from adults, sort common objects into familiar categories. | Level IV AA Students will: EEL.1.5.a. Sort common objects or words into three familiar categories. | L2/R7 |
| b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). | | | |
| | EEL.1.5.b. With guidance and support from adults, identify attributes of familiar words. | Level IV AA Students will: EEL.1.5.b. Identify attributes of familiar words. | L3/R3 |
| c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). | | | |
| | EEL.1.5.c. With guidance and support from adults, demonstrate understanding of words by identifying real-life connections between words and their use. | Level IV AA Students will: EEL.1.5.c. Identify real-life connections between words and their use. | L3/R1 L3/E1 |
| d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. | EEL.1.5.d. N/A | | N/A |
| L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | EEL.1.6. N/A | | N/A |

Second Grade English Language Arts Standards: Language

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|---|---|---|-----------------------|
| Conventions of Standard English. | | | |
| L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a-f. (See below) | | | |
| | EEL.2.1. Communicate to convey information. a-f. Produce all letters. | Level IV AA Students will: EEL.2.1.a-f. Produce two- and three-letter words. | L3/A15 L3/A16 |
| a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). | | | |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|--|--|-----------------------------|
| | EEL.2.1.a-b. Use frequently occurring nouns (e.g., mom, dad, boy, girl). | Level IV AA Students will: EEL.2.1.a-b. Use a variety of nouns. | L2/E3 L2/S2 |
| c. Use reflexive pronouns (e.g., myself, ourselves). | | | |
| | EEL.2.1.c. Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them). | Level IV AA Students will: EEL.2.1.c. Use frequently occurring pronouns correctly across contexts | L3/E6, L3/E10 L3/S3 |
| d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). | | | |
| | EEL.2.1.d. Use frequently occurring verbs. | Level IV AA Students will: EEL.2.1.d. Use frequently occurring, regular and irregular past tense verbs. | L2/E5, L2/E6 L2/S3 |
| e. Use adjectives and adverbs, and choose between them depending on what is to be modified. | | | |
| | EEL.2.1.e. Use frequently occurring adjectives. | Level IV AA Students will: EEL.2.1.e. Use adjectives to accurately describe people, places, events, and things. | L3/E3 L3/S3 |
| f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). | | | |
| | EEL.2.1.f. Link two or more words together in communication. | Level IV AA Students will: EEL.2.1.f. Communicate using multiple-word utterances. | L3/E15, L3/S1 L3/S3 |
| L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. | | | |
| | EEL.2.2. Use conventions of spelling when communicating. a. Capitalize the first letter of familiar names. | Level III AA Students will: EEL.2.2.a. Capitalize the first letter of familiar names. | L3/A16 |
| b. Use commas in greetings and closings of letters. | EEL.2.2.b. N/A | | N/A |
| c. Use an apostrophe to form contractions and frequently occurring possessives. | EEL.2.2.c. N/A | | N/A |
| d. Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil). | EEL.2.2.d. Identify printed rhyming words with the same spelling pattern. | | N/A |
| e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | | |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

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| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|---|--|---|-----------------------------|
| | EEL.2.2.e. Consult print in the environment to support reading and spelling. | Level III AA Students will: EEL.2.2.e. Consult print in the environment to support reading and spelling. | L3/A16 |
| Knowledge of Language | | | |
| L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. | | | |
| | EEL.2.3. Use informal language when communicating. | Level IV AA Students will: EEL.2.3. Use formal and informal language when communicating. | L3/S2 L3/S3 |
| Vocabulary Acquisition and Use | | | |
| L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). | | | |
| | EEL.2.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas. a-b. Use newly acquired vocabulary. | Level II AA Students will: EEL.2.4.a-b. With guidance and support, identify newly acquired vocabulary. | L3/S3 |
| c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). | | | |
| | EEL.2.4.c. Sort words into familiar categories. | Level III AA Students will: EEL.2.4.c. Sort words into familiar categories. | L2/R7 |
| d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). | EEL.2.4.d. N/A | | N/A |
| e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | | | |
| | EEL.2.4.e. Ask about an unknown word. | Level III AA Students will: EEL.2.4.e. Ask about an unknown word. | L3/E13 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

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| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|---|---|-----------------------|
| L.2.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). | | | |
| | EEL.2.5. Demonstrate understanding of word relationships. a. Identify real-life connections between words and their use (e.g., happy: "I am happy."). | Level IV AA Students will: EEL.2.5.a. Identify real-life connections between words and their use. | L3/E12 |
| b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). | | | |
| | EEL.2.5.b. Identify the function of common nouns. | Level IV AA Students will: EEL.2.5.b. Use a common noun and its function in a sentence. | L3/R1, L3/E1 L3/S3 |
| L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). | | | |
| | EEL.2.6. Use adjectives and adverbs from texts that have been read. | Level III AA Students will: EEL.2.6. Use adjectives and adverbs from text that has been read. color was the raincoat?" and the student answers "yellow" or points to the color yellow from choices.) | L3/F6 L3/S3 |
| Third Grade English Language Arts Standards: Language | | | |
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Conventions of Standard English. | | | |
| L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | | | |
| | EEL.3.1. Demonstrate standard English grammar and usage when communicating. a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication. | Level IV AA Students will: EEL.3.1.a. Include noun + verb, noun + adjective, and subject + verb + object combinations in utterances that are four words and longer. Ex. "Car go fast." | L3/S2 L3/S3 |
| b. Form and use regular and irregular plural nouns. | | | |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

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| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|---|---|-----------------------|
| | EEL.3.1.b. Use plural nouns. | Level III AA Students will: EEL.3.1.b. Use plural nouns. | L2/F6 |
| c. Use abstract nouns (e.g., childhood). | EEL.3.1.c. N/A | | N/A |
| d. Form and use regular and irregular verbs. | | | |
| | EEL.3.1.d. Use present and past tense verbs. | Level I AA Students will: EEL.3.1.d. Recognize common verbs. | L2/R4 |
| e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. | EEL.3.1.e. N/A | | N/A |
| f. Ensure subject-verb and pronoun-antecedent agreement.*[sic] | EEL.3.1.f. N/A | | N/A |
| g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | EEL.3.1.g. N/A | | N/A |
| h. Use coordinating and subordinating conjunctions. | | | |
| | EEL.3.1.h. Produce utterances using three or more words. | Level III AA Students will: EEL.3.1.h. Produce utterances using three or more words. | L3/S3 |
| i. Produce simple, compound, and complex sentences. | | | |
| | EEL.3.1.i. Ask simple questions. | Level IV AA Students will: EEL.3.1.i. Ask questions in simple complete sentences. | L3/E13 |
| L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | |
| a. Capitalize appropriate words in titles. | | | |
| | EEL.3.2. Apply conventions of standard English including capitalization and spelling. a. Capitalize the first letter of a familiar place. | Level II AA Students will: EEL.3.2.a. Capitalize first letter of own name. | L3/A16 |
| b. Use commas in addresses. | EEL.3.2.b. N/A | | N/A |
| c. Use commas and quotation marks in dialogue | EEL.3.2.c. N/A | | N/A |
| d. Form and use possessives | EEL.3.2.d. N/A | | N/A |
| e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). | | | |
| | EEL.3.2.e. Spell common high-frequency words accurately. | Level IV AA Students will: EEL.3.2.e. Spell single-syllable words accurately when writing. | L3/A16 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

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| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|---|--|---|-----------------------|
| f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | | | |
| | EEL.3.2.f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. | Level I AA Students will: EEL.3.2.f. Identify own name. | L2/A9 |
| g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | | |
| | EEL.3.2.g. Consult print in the environment to support reading and spelling. | Level I AA Students will: EEL.3.2.g. With guidance and support, use symbols to communicate. | L3/F12 |
| Knowledge of Language | | | |
| L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | |
| a. Choose words and phrases for effect.*[sic] | | | |
| | EEL.3.3. Use language to achieve desired outcomes when communicating. a. Use language to make simple requests. | Level IV AA Students will: EEL.3.3.a. Use language to make or respond to requests. | L2/S1 L3/S1 |
| b. Recognize and observe differences between the conventions of spoken and written standard English. | | | |
| | EEL.3.3.b. Use language to comment or share information. | Level IV AA Students will: EEL.3.3.b. Use language to comment or share information. | L2/S2 L3/S2 |
| Vocabulary Acquisition and Use | | | |
| L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | EEL.3.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. N/A | | N/A |
| a. Use sentence-level context as a clue to the meaning of a word or phrase. | | | |
| b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat). | | | |
| | EEL.3.4.b. Identify the temporal meaning of words when common affixes (-ing, ed) are added to common verbs. | Level I AA Students will: EEL.3.4.b. With guidance and support, demonstrate an understanding of first-next as temporal concepts. | L3/R7 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

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| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|---|--|---|-----------------------------|
| c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | EEL.3.4.c. N/A | | N/A |
| d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | EEL.3.4.d. N/A | | N/A |
| L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | | | |
| a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). | EEL.3.5. Demonstrate understanding of word relationships. a. N/A | | N/A |
| b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). | | | |
| | EEL.3.5.b. Identify real-life connections between words and their use (e.g., happy: "I am happy."). | Level IV AA Students will: EEL.3.5.b. Identify real-life connections between words and their use for expressing related emotions (e.g., angry, depressed, or excited). | L2/R11 L2/E10 |
| c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered). | | | |
| | EEL.3.5.c. Identify words that describe personal emotional states. | Level II AA Students will: EEL.3.5.c. Recognize simple emotion words (e.g., happy, sad, and mad). | L2/R11 L2/R10 |
| L.3.6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | | | |
| | EEL.3.6. Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later). | Level IV AA Students will: EEL.3.6. Use words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later). | L3/R2, L3/E2 L3/S3 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

NOTE: STAR lesson numbers correspond to the row in which they match either the common core or the common core essential elements.

| Fourth Grade English Language Arts Standards: Language | | | |
|---|--|---|-----------------------|
| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
| Conventions of Standard English. | | | |
| L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | | | |
| | EEL.4.1. Demonstrate standard English grammar and usage when communicating. a. Use possessive pronouns. | Level IV AA Students will: EEL.4.1.a. Communicate using standard English with appropriate pronouns. | L3/S3 |
| b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. | EEL.4.1.b. N/A | | N/A |
| c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. | EEL.4.1.c. N/A | | N/A |
| d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). | | | |
| | EEL.4.1.d. Use comparative and superlative adjectives to describe people or objects. | Level II AA Students will: EEL.4.1.d. Use adjectives to describe familiar objects. Ex. Point to the color blue to describe a backpack. | L3/E3 L3/S3 |
| e. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*[sic] | | | |
| | EEL.4.1.e. Use common prepositions (e.g., to, from, in, out, on, off, by, with). | Level IV AA Students will: EEL.4.1.e. Use common prepositions (e.g., to, from, in, out, on, off, by, with) in phrases and sentences. | L3/S3 |
| f. Correctly use frequently confused words (e.g., to, too, two; there, their).*[sic] | | | |
| | EEL.4.1.f. Communicate using grammatically complete utterances. | Level III AA Students will: EEL.4.1.f. Communicate using grammatically complete utterances. | L3/S3 L3/E15 |
| L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. | | | |
| | EEL.4.2. Demonstrate capitalization, end punctuation, and spelling when communicating. a. Capitalize the first word in a sentence. | Level II AA Students will: EEL.4.2.a. With guidance and support, indicate that the first word in a sentence must be capitalized. | L3/A16 |

Relationship Between the Common Core & Common Core Essential Elements and The STAR Program Lessons

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| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|---|--|-----------------------|
| b. Use commas and quotation marks to mark direct speech and quotations from a text. | EEL.4.2.b. N/A | | N/A |
| c. Use a comma before a coordinating conjunction in a compound sentence. | EEL.4.2.c. N/A | | N/A |
| d. Spell grade- appropriate words correctly, consulting references as needed. | | | |
| | EEL.4.2.d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns. | Level II AA Students will: EEL.4.2.d. Identify the consonant to represent the initial phoneme in familiar words. | L3/A16 |
| Knowledge of Language | | | |
| L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | |
| a. Choose words and phrases to convey ideas precisely.*[sic] | | | |
| | EEL.4.3. Use language to convey meaning when writing or communicating. a. Use language to express emotion. | Level III AA Students will: EEL.4.3.a. Use language to express emotion. | L2/E10 L3/S3 |
| b. Choose punctuation for effect.*[sic] | EEL.4.3.b. N/A | | N/A |
| c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | | | |
| | EEL.4.3.c. Communicate effectively with peers and adults. | Level III AA Students will: EEL.4.3.c. Communicate effectively with peers and adults. | L3/P2 L3/S3 |
| Vocabulary Acquisition and Use | | | |
| L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. | | | |
| a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | | | |
| | EEL.4.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult. | Level I AA Students will: EEL.4.4.a. Make choices among familiar words to complete familiar sentences. | L3/S1 |
| b. Use common, grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). | | | |

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| Common Core State Standards Grade Level Standards | Common Core Essential Elements | Instructional Achievement Level Descriptors | Relevant STAR Lessons |
|--|--|---|-----------------------------|
| | EEL.4.4.b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). | Level I AA Students will: EEL.4.4.b. Demonstrate an understanding of common nouns. | L2/R2 |
| c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | EEL.4.4.c. N/A | | N/A |
| L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | |
| a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. | EEL.4.5. Demonstrate understanding of word relationships. a. N/A | | N/A |
| b. Recognize and explain the meaning of common idioms, adages, and proverbs. | | | |
| | EEL.4.5.b. Use common idioms (e.g., no way, not a chance, you bet). | Level III AA Students will: EEL.4.5b. Use common idioms (e.g., no way, not a chance, you bet). | L3/S2 L3/P3 |
| c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | | | |
| | EEL.4.5.c. Demonstrate understanding of opposites. | Level III AA Students will: EEL.4.5.c. Demonstrate understanding of opposites. | L3/E4 |
| L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | | | |
| | EEL.4.6. Use domain-specific words. | Level II AA Students will: EEL.4.6. Match domain-specific words. | L3/A12 |

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