

The STAR Program

Strategies for Teaching based on Autism Research

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Grades K-4 Reading

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

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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.	EERL.K.1. With guidance and support, identify details in familiar stories.	Level IV AA Students will: EERL.K.1. Identify key details in familiar story.	L2/R9, L2/R10, L2/E8 L2/E9, L2/E13
		Level III AA Students will: EERL.K.1. With guidance and support, identify details in familiar stories.	
		Level II AA Students will: ERL.K.1. With guidance and support, identify a favorite detail in familiar story.	
		Level I AA Students will: EERL.K.1. With guidance and support, interact with or explore pictures and objects related to a familiar story.	
RL.K.2. With prompting and support, retell familiar stories, including key details.	EERL.K.2. With guidance and support, identify major events in familiar stories.	Level IV AA Students will: EERL.K.2. Identify major events in text as they appear in a familiar story while it is being read.	L2/E8 L2/E9
		Level III AA Students will: EERL.K.2. With guidance and support, identify major events in familiar stories.	
		Level II AA Students will: EERL.K.2. With guidance and support, identify a personally relevant event in familiar story.	
		Level I AA Students will: EERL.K.2. With guidance and support, act out or complete personally relevant events in familiar stories.	
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	EERL.K.3. With guidance and support, identify characters and settings in a familiar story.	Level IV AA Students will: EERL.K.3. Identify the characters and settings in a familiar story.	L2/R9, L2/R10 L2/R3
		Level III AA Students will: EERL.K.3. With guidance and support, identify characters and settings in a familiar story.	
		Level II AA Students will: EERL.K.3. With guidance and support, identify an illustration (or picture description or tactualized image) that shows a character in a familiar story.	
		Level I AA Students will: EERL.K.3. With guidance and support, identify people or places that appear in familiar, personally relevant stories.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
Craft and Structure			
RL.K.4. Ask and answer questions about unknown words in a text.	EERL.K.4. With guidance and support, ask about an unknown word in a text.	Level IV AA Students will: EERL.K.4. Ask and/or answer about an unknown word in a text.	L3/A1 L3/E13
		Level III AA Students will: EERL.K.4. With guidance and support, ask about an unknown word in a text.	
		Level II AA Students will: EERL.K.4. With guidance and support, indicate when a recently learned word is used in a text.	
		Level I AA Students will: EERL.K.4. With guidance and support, exchange a symbol, object, or otherwise communicate a familiar word during shared reading of a familiar text.	
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
		Level III AA Students will: EERL.K.5. With guidance and support, recognize familiar texts (e.g., storybooks, poems).	
		Level II AA Students will: EERL.K.5. With guidance and support, recognize a favored, familiar text (e.g., storybooks, teacher-made text).	
		Level I AA Students will: EERL.K.5. With guidance and support, select a text for shared reading.	
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
		Level III AA Students will: EERL.K.6. With guidance and support, distinguish between words and illustrations in a story.	
		Level II AA Students will: EERL.K.6. With guidance and support, locate an illustration in the story.	
		Level I AA Students will: EERL.K.6. With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of a story.	

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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.	
		Level III AA Students will: EERL.K.7. With guidance and support, match illustrations with the story.	
		Level II AA Students will: EERL.K.7. With guidance and support, points to an illustration in the story when it is described or labeled by the teacher.	
		Level I AA Students will: EERL.K.7. With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of a story.	
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.	
		Level III AA Students will: EERL.K.9. With guidance and support, identify the adventures or experiences of a character in a familiar story.	
		Level II AA Students will: EERL.K.9. With guidance and support, identify an adventure or experience that occur in a familiar story	
		Level I AA Students will: EERL.K.9. With guidance and support, act out the adventures or experiences that occur in a familiar storybook.	
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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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.		Level IV AA Students will: EERI.K.1. Identify details in familiar text.	L2/R9, L2/R10, L2/E8 L2/E9, L3/E13
		Level III AA Students will: EERI.K.1. With guidance and support, identify a detail in a familiar text	
		Level II AA Students will: EERI.K.1. With guidance and support, identify a detail in a familiar text about a personally relevant event or daily routine.	
		Level I AA Students will: EERI.K.1. With guidance and support, interact with or explore pictures or objects related to a text while it is read.	
RI.K.2. With prompting and support, identify the main topic and retell key details of a 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
		Level III AA Students will: EERI.K.2. With guidance and support, identify the topic of a familiar text.	
		Level II AA Students will: EERI.K.2. With guidance and support identify an object or picture that relates to the topic of a familiar text.	
		Level I AA Students will: EERI.K.2. With guidance and support, identify a familiar book about a preferred topic	
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text		Level IV AA Students will: EERI.K.3. Identify individuals, events, or ideas in an informational text.	L2/R10 L2/E9
		Level III AA Students will: EERI.K.3. With guidance and support, identify individuals, events, or ideas in a familiar informational text	
		Level II AA Students will: EERI.K.3. With guidance and support, act out events or actions in a familiar informational text.	

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		Level I AA Students will: EERI.K.3. With guidance and support, participate in acting out events or imitate actions from routines in a familiar informational text	
Craft and Structure			
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.			
	EERI.K.4. With guidance and support, ask about an unknown word in a text.	Level IV AA Students will: EERI.K.4. Ask about an unknown word in a text.	L3/A13, L3/E13 L3/A13
		Level III AA Students will: EERI.K.4. With guidance and support, ask about an unknown word in a text.E	
		Level II AA Students will: EERI.K.4. With guidance and support, indicate when a recently learned word is used in a text.	
		Level I AA Students will: EERI.K.4. With guidance and support, exchange a symbol, object, or otherwise communicate a familiar word during shared reading of a text.	
RI.K.5. Identify the front cover, back cover, and title page of a book.			
	EERI.K.5. With guidance and support, identify parts of a book.	Level IV AA Students will: EERI.K.5. Identify parts of the book as applicable (top, front cover, title, beginning of text).	L3/A13, L3/E14 L3/A13
		Level III AA Students will: EERI.K.5. With guidance and support, identify parts of a book.	
		Level II AA Students will: EERI.K.5. Exhibit appropriate book handling or interaction skills.	
		Level I AA Students will: EERI.K.5. Exhibit emerging book handling skills.	
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
		Level III AA Students will: EERI.K.6. With guidance and support, distinguish between print and illustrations in an informational text.	
		Level II AA Students will: EERI.K.6. With guidance and support, find an illustration in the text.	

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		Level I AA Students will: EERI.K.6. With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of an informational text	
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
		Level III AA Students will: EERI.K.7. With guidance and support, match illustrations to an informational text.	
		Level II AA Students will: EERI.K.7. With guidance and support, point to an illustration in an informational text when it is described or labeled by the teacher.	
		Level I AA Students will: EERI.K.7. With guidance and support during shared reading, interact with or explore illustrations, objects or other tactual representations of the text.	
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
		Level III AA Students will: EERI.K.8. With guidance and support, identify points the author makes in an informational text.	
		Level II AA Students will: EERI.K.8. With guidance and support, recognize when a point the author makes in an informational text is read.	
		Level I AA Students will: EERI.K.8. With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of an informational text.	
RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			
	EERI.K.9. With guidance and support, match similar parts of two texts on the same topic.	Level IV AA Students will: EERI.K.9. Match similar parts of two texts on the same topic.	L2/R7

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		Level III AA Students will: EERI.K.9. With guidance and support, match similar parts of two texts on the same topic.	
		Level II AA Students will: EERI.K.9. With guidance and support, identify same pictures/objects from an informational text.	
		Level I AA Students will: EERI.K.9. With guidance and support, communicate an understanding that items can be the same when presented with two like objects or pictures.E	
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.		

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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
		Level III AA Students will: EERF.K.1.a. With guidance and support during shared reading, turn pages one page at a time from beginning to end.	
		Level II AA Students will: EERF.K.1.a. With guidance and support, recognize that books are read one page at a time.	
		Level I AA Students will: EERF.K.1.a. With guidance and support, turn pages in a book.	
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.	EERF.K.1.d. With guidance and support, recognize first letter of own name in	Level IV AA Students will: EERF.K.1.d. Recognize first letter of own name in print.	L2/A7 L2/A8
		Level III AA Students will: EERF.K.1.d. With guidance and support, recognize first letter of own name in print.	
		Level II AA Students will: EERF.K.1.d. With guidance and support, recognize one letter at a time in print.	
		Level I AA Students will: EERF.K.1.d. With guidance and support, explore letters in a variety of forms (e.g., keyboards, letter stamps, and magnetic letters).	
Phonological Awareness			

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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
		Level III AA Students will: EERF.K.2.a. With guidance and support, recognize rhyming words.	
		Level II AA Students will: EERF.K.2.a. With guidance and support, provide a rhyming word to complete a repeated line in a familiar text.	
		Level I AA Students will: EERF.K.2.a. With guidance and support during shared reading, provide a repeated line in a familiar, rhyming text.	
b. Count, pronounce, blend, and segment syllables in spoken words.	EERF.K.2.b. With guidance and support, recognize the number of words in a spoken message.	Level IV AA Students will: EERF.K.2.b. Indicate the number of words in a spoken message.	L2/A5
		Level III AA Students will: EERF.K.2.b. With guidance and support, recognize the number of words in a spoken message.	
		Level II AA Students will: EERF.K.2.b. With guidance and support, recognize the number of words in a short spoken message presented with exaggerated pauses.	
		Level I AA Students will: EERF.K.2.b. With guidance and support, participate in clapping along with stories, songs, and poems.	
c. Blend and segment onsets and rimes [sic] of single-syllable spoken words.	EERF.K.2.c. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.	Level IV AA Students will: EERF.K.2.c. Identify a word that starts with the same sound as a familiar word.	L3/A9 L3/A12
		Level III AA Students will: EERF.K.2.c. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.	
		Level II AA Students will: EERF.K.2.c. With guidance and support, recognize two letter-sounds that are the same.	

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		Level I AA Students will: EERF.K.2.c. With guidance and support, participate in shared reading and singing of stories, songs, tongue twisters, and poems with alliteration.	
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. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	EERF.K.3. With guidance and support, apply letter name and letter-sound knowledge when decoding words during shared activities. a. With guidance and support, recognize sound of first letter in own name.		
		Level IV AA Students will: EERF.K.3.a. Recognize sound that begins own name.	L2/A7, L2/A8 L3/A9
		Level III AA Students will: EERF.K.3.a. With guidance and support, recognize sound of first letter in own name.	
		Level II AA Students will: EERF.K.3.a. Recognize own name across contexts.	
		Level I AA Students will: EERF.K.3.a. With guidance and support, recognize own name when called in a familiar routine.	
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

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		Level III AA Students will: EERF.K.3.a. With guidance and support, recognize sound of first letter in own name.	
		Level II AA Students will: EERF.K.3.a. Recognize own name across contexts.	
		Level I AA Students will: EERF.K.3.a. With guidance and support, recognize own name when called in a familiar routine.	
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.			
	EERF.K.4. Engage in independent exploration of books.	Level IV AA Students will: EERF.K.4. Engages in independent exploration of books: holding books in the correct orientation, turning pages, and studying individual pages.	L3/A13
		Level III AA Students will: EERF.K.4. Engage in independent exploration of books.	
		Level II AA Students will: EERF.K.4. Engage in directed exploration of books.	
		Level I AA Students will: EERF.K.4. With guidance and support, explore books.	

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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
		Level III AA Students will: EEW.K.1. With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it.	
		Level III AA Students will: EEW.K.1. With guidance and support, draw, dictate, or write about a self-selected topic or book given two choices.	
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.		Level II AA Students will: EEW.K.1. With guidance and support, explore tools for drawing, writing, and self-expression.	
	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
		Level III AA Students will: EEW.K.2. With guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic.	
		Level II AA Students will: EEW.K.2. With guidance and support, select a topic for use in shared writing.	
		Level AA Students will: EEW.K.2. With guidance and support, interact with objects and artifacts and produce emergent writings related to the topics that other students are writing about.	

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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
		Level III AA Students will: EEW.K.3. With guidance and support, select an event and use drawing, dictating, or writing to narrate information about it.	
		Level II AA Students will: EEW.K.3. With guidance and support, select an event to write about during shared writing.	
		Level I AA Students will: EEW.K.3. With guidance and support, choose a comment about an event or experience for an adult or peer to write down.	
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
		Level III AA Students will: EEW.K.6. With guidance and support from adults, explore a variety of digital tools to produce writing that is published.	
		Level II AA Students will: EEW.K.6. With guidance and support, explore a variety of digital tools and print products.	
		Level I AA Students will: EEW.K.6. With guidance and support, explore various means of accessing digital tools, and print, save, and display the product in the class or on the Internet.	

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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
		Level III AA Students will: EEW.K.7. With guidance and support, participate in shared research and writing projects.	
		Level II AA Students will: EEW.K.7. With guidance and support, participate in selecting pictures and words to contribute to shared research and writing projects.	
		Level I Students will: EEW.K.7. With prompts and support, explore pictures, words, or objects related to a shared research project.	
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 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
		Level III AA Students will:	
		Level II AA Students will: EEW.K.8. With guidance and support from adults during shared writing activities, select personal objects from an array of choices to be included in a text.	
		Level I AA Students will: EEW.K.8. With guidance and support from adults during shared writing activities, interact with familiar objects that are being offered as choices in a text.	
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)		

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
		Level III AA Students will: EESL.K.1.a. Communicate directly with peers.	
b. Continue a conversation through multiple exchanges.	EESL.K.1.b. Participate in multiple-turn communication exchanges with adults.	Level II AA Students will: EESL.K.1.a. With guidance and support from an adult, participate in communication exchanges with peers.	
		Level I AA Students will: EESL.K.1.a. With guidance and support of an adult, share information with a peer.	
		Level IV AA Students will: EESL.K.1.b. Initiate or sustain multiple-turn communication exchanges with adults.	L2/P3 L2/S3
		Level III AA Students will: EESL.K.1.b. Participate in multiple-turn communication exchanges with adults.	
		Level II AA Students will: EESL.K.1.b. Communicate directly with an adult. Ex. Answer a Yes/No question from an adult.	
		Level I AA Students will: EESL.K.1.b. With guidance and support, communicate directly with an adult.	
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

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
		Level III AA Students will: EESL.K.2. Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.	
		Level II AA Students will: EESL.K.2. With guidance and support, demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.	
		Level I AA Students will: EESL.K.2. Attend to a familiar text read aloud or information presented orally or through other media.	
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			
	EESL.K.3. Ask for help when needed.	Level IV AA Students will: EESL.K.3. Ask for help when needed and if more information is necessary for clarification, ask additional questions.	L2/S3, L3/E13 L3/S3
		Level III AA Students will: EESL.K.3. Ask for help when needed.	
		Level II AA Students will: EESL.K.3. With guidance and support, ask for help when needed. Ex. Indicates yes/no when asked, "Do you need help?"	
		Level I AA Students will: EESL.K.3. Indicate distress.	
Presentation and Knowledge of Ideas			
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.			
	EESL.K.4. With guidance and support, identify familiar people, places, things, and events.	Level IV AA Students will: EESL.K.4. Identify familiar people, places, things, and events.	L2/E4, L2/E3 L2/E5, L2/S3
		Level III AA Students will: EESL.K.4. With guidance and support, identify familiar people, places, things, and events.	
		Level II AA Students will: EESL.K.4. With guidance and support, respond to familiar people and things.	
		Level I AA Students will: EESL.K.4. With guidance and support, attend to familiar people and things. Ex. With guidance and support, look at or face person speaking to them.	
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.			

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.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
		Level III AA Students will: EESL.K.5. With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.	
		Level II AA Students will: EESL.K.5. With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events given an array of objects to choose from.	
		Level I AA Students will: EESL.K.5. With guidance and support, attend to objects placed before them.	
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.			
	EESL.K.6. With guidance and support, communicate thoughts, feelings, and ideas.	Level IV AA Students will: EESL.K.6. Communicate thoughts, feelings, and ideas.	L2/E10, L2/E11 L3/S2
		Level III AA Students will: EESL.K.6. With guidance and support, communicate thoughts, feelings, and ideas.	
		Level II AA Students will: EESL.K.6. With guidance and support, communicate feeling.	
		Level I AA Students will: EESL.K.6. Communicates likes and dislikes.	

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: 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. a. Print many upper- and lowercase letters.			
	EEL.K.1. Demonstrate emerging understandings of English grammar and word usage when communicating. a. With guidance and support, distinguish between letters and other symbols or shapes.	Level IV AA Students will: EEL.K.1.a. Demonstrate understanding of letters. Ex. Recognizes own name in print.	L2/A12
		Level III AA Students will: EEL.K.1.a. With guidance and support, distinguish between letters and other symbols or shapes.	
		Level II AA Students will: EEL.K.1.a. With guidance and support, demonstrate awareness that letters and words are connected to environmental icons.	
		Level I AA Students will: EEL.K.1.a. With guidance and support, communicate awareness that objects, pictures, and signs can represent words and ideas.	
b. Use frequently occurring nouns and verbs.			
	EEL.K.1.b. With guidance and support, identify objects or other symbols that represent familiar nouns.	Level IV AA Students will: EEL.K.1.b. Demonstrate the meaning of familiar words that indicate objects and actions.	L2/E3 L2/E5
		Level III AA Students will: EEL.K.1.b. With guidance and support, identify objects or other symbols that represent familiar nouns.	
		Level II AA Students will: EEL.K.1.b. With guidance and support, identify familiar nouns. Ex. When given three choices of food, choose preferred item. Ex. Select a common object that is requested.	
		Level I AA Students will: EEL.K.1.b. With guidance and support, responds to own name. Ex. Looks up when name is called.	
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).			

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.K.1.d. With guidance and support, answer simple questions (e.g., who, what).	<p>Level IV AA Students will: EEL.K.1.d. When asked a question beginning with what, why, or who, will reply with appropriate response.</p> <p>Level III AA Students will: EEL.K.1.d. With guidance and support, answer simple questions (e.g., who, what).</p> <p>Level II AA Students will: EEL.K.1.d. With guidance and support, indicates preference when given choices.</p> <p>Level I AA Students will: EEL.K.1.d. With guidance and support, communicate likes and dislikes.</p>	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.	<p>Level IV AA Students will: EEL.K.1.e. Follow directions that involve location requests.</p> <p>Level III AA Students will: EEL.K.1.e. With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.</p> <p>Level II AA Students will: EEL.K.1.e. With guidance and support, respond to directions related to location.</p> <p>Level I AA Students will: EEL.K.1.e. With guidance and support, communicates an understanding of a simple preposition (e.g., off).</p>	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.	<p>Level IV AA Students will: EEL.K.1.f. In language games supply missing word.</p> <p>Level III AA Students will: EEL.K.1.f. With guidance and support, link two or more words together in communication.</p> <p>Level II AA Students will: EEL.K.1.f. With guidance and support, participates in shared language activities when given directions.</p> <p>Level I AA Students will: EEL.K.1.f. With guidance and support, communicate a response to instructor communication.</p>	L2/S1

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
<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>	L2/A12, L3/A13 L3/A16
		<p>Level III AA Students will:</p> <p>EEL.K.2.a-d. Demonstrate emerging understandings of writing. Ex. When asked to write, selects an appropriate writing tool.</p>	
		<p>Level II AA Students will:</p> <p>EEL.K.2.a-d. With guidance and support, participates in emergent writing.</p>	
		<p>Level I AA Students will:</p> <p>EEL.K.2.a-d. With guidance and support, explore writing tools. Ex. Works with teacher to try system/device.</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>	L2/R2 L3/S1
		<p>Level III AA Students will:</p> <p>EEL.K.4.a. Demonstrate an understanding of familiar words.</p>	
		<p>Level II AA Students will:</p> <p>EEL.K.4.a. With guidance and support, demonstrate an understanding of familiar words.</p>	

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
		Level I AA Students will: EEL.K.4.a. With guidance and support, responds to personally relevant, familiar words presented as a pictures, signs, or spoken words.	
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	EEL.K.4.b. N/A		N/A
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.			
	EEL.K.5. With guidance and support from adults, explore word relationships: a. With guidance and support, sort common objects into familiar categories.	Level IV AA Students will: EEL.K.5.a. Sort common objects into familiar categories.	L2/R7
		Level III AA Students will: EEL.K.5.a. With guidance and support, sort common objects into familiar categories.	
		Level II AA Students will: EEL.K.5.a. With guidance and support, matches a common object with another common object that is not an exact match.	
		Level I AA Students will: EEL.K.5.a. With guidance and support, demonstrates an understanding of the concept of sameness by matching two objects that are an exact match.	
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
		Level III AA Students will: EEL.K.5.b. With guidance and support, demonstrates understanding of frequently occurring opposites.	
		Level II AA Students will: EEL.K.5.b. With guidance and support, recognizes differences by finding the different object in a set of similar objects.	
		Level I AA Students will: EEL.K.5.b. With guidance and support, communicate an awareness of the concept of difference by attending to new object/stimuli longer than a known stimuli/object.	

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. 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
		Level III AA Students will: EEL.K.5.c. With guidance and support, use words to communicate in real-life situations.	
		Level II AA Students will: EEL.K.5.c. With guidance and support, identify real-life connections with words and their uses.	
		Level I AA Students will: EEL.K.5.c. With guidance and support, communicate in school-based settings and receive a response from staff and/or students.	
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
		Level III AA Students will: EEL.K.5.d. With guidance and support, demonstrate an understanding of common verbs.	
		Level II AA Students will: EEL.K.5.d. With guidance and support, perform the actions that others are being asked to perform following the models of peers and others.	
		Level I AA Students will: EEL.K.5.d. With guidance and support, perform a routine action.	
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
		Level III AA Students will: EEL.K.6. Use words acquired through conversations, being read to, and during shared reading activities.	
		Level II AA Students will: EEL.K.6. With guidance and support, pays attention to language cues.	
		Level I AA Students will: EEL.K.6. With guidance and support, attends to a familiar communication partner.	

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 (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.	EERL.1.1. Identify details in familiar stories.	Level IV AA Students will: EERL.1.1. Identify key details in familiar stories.	L2/R9, L2/R10, L2/E8 L2/E9, L3/E13
		Level III AA Students will: EERL.1.1. Identify details in familiar stories.	
		Level II AA Students will: EERL.1.1. Identify an object that relates to a detail in a familiar, personally relevant text.	
		Level I AA Students will: EERL.1.1. With guidance and support, identify a familiar object that relates to a classroom activity.	
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	EERL.1.2. Retell details from a familiar story.	Level IV AA Students will: EERL.1.2. Retell a familiar story including key details.	L3/E12 L3/A13
		Level III AA Students will: EERL.1.2. Retell details from a familiar story.	
		Level II AA Students will: EERL.1.2. With guidance and support, recall a detail from a familiar story.	
		Level I AA Students will: EERL.1.2. With guidance and support, identify an object that relates to a detail in a familiar, personally relevant text.	
RL.1.3. Describe characters, settings, and major events in a story, using key details.	EERL.1.3. Identify characters and settings in a familiar story.	Level IV AA Students will: EERL.1.3. Identify the characters and settings in a story.	L2/R9, L2/R10 L2/R3
		Level III AA Students will: EERL.1.3. Identify characters and settings in a familiar story.	
		Level II AA Students will: EERL.1.3. With guidance and support, identify a character or the setting in a familiar story.	

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 Links Lessons
		Level I AA Students will: EERL.1.3. With guidance and support and a story that includes people in the student's life, identify the person in the story.	
Craft and Structure			
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			
	EERL.1.4. Identify sensory or feeling words in a familiar story.	Level IV AA Students will: EERL.1.4. Identify sensory or feeling words in a story.	L2/R10 L2/R11
		Level III AA Students will: EERL.1.4. Identify sensory or feeling words in a familiar story.	
		Level II AA Students will: EERL.1.4. With guidance and support, identify a specified sensory or feeling word in a familiar story.	
		Level I AA Students will: EERL.1.4. With guidance and support, imitate, act out, or otherwise gesture to demonstrate a sensory or feeling word that is used in a familiar text.	
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.			
		Level IV AA Students will: EERL.1.5. Select storybooks and informational books from a library or other large collection of materials.	
		Level III AA Students will: EERL.1.5. Classify reading materials into storybooks and informational books.	
	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
		Level I AA Students will: EERL.1.5. Choose a storybook to read or listen to.	
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
		Level III AA Students will: EERL.1.6. Identify a speaker in a familiar story.	
		Level II AA Students will: EERL.1.6. With guidance and support, identify the speaker or narrator in a familiar story.	

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 Links Lessons
		Level I AA Students will: EERL.1.6. With guidance and support, say the repeated line spoken by the speaker or narrator in a familiar story.	
Integration of Knowledge and Ideas			
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.			
	EERL.1.7. Identify details or illustrations that describe the characters or events in a familiar story.	Level IV AA Students will: EERL.1.7. Identify details or illustrations that describe the characters or events in a story.	L3/A13 L2/E7
		Level III AA Students will: EERL.1.7. Identify details or illustrations that describe the characters or events in a familiar story.	
		Level II AA Students will: EERL.1.7. With guidance and support, identify details or illustrations that describe the characters or events in a familiar story.	
		Level I AA Students will: EERL.1.7. With guidance and support, attend to illustrations and descriptions of story characters during shared reading of a familiar story.	
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
		Level III AA Students will: EERL.1.9. Identify the adventures or experiences of characters in a familiar story.	
		Level II AA Students will: EERL.1.9. With guidance and support, identify the adventures or experiences of characters in a familiar story.	
		Level I AA Students will: EERL.1.9. With guidance and support during shared reading of a familiar story, attend to illustrations or descriptions of the adventures or experiences of characters.	
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

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 (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
		Level III AA Students will: EERI.1.1. Identify details in familiar text.	
		Level II AA Students will: EERI.1.1. With prompting, identify a detail in text.	
		Level I AA Students will: EERI.1.1. With prompts and support, orient to materials related to a text or books.	
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
		Level III Students will: EERI.1.2. Retell details of a familiar text.	
		Level II AA Students will: EERI.1.2. With prompts and support, recall a detail from informational text.	
		Level I AA Students will:	
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
		Level III AA Students will: EERI.1.3. With guidance and support, identify events or ideas in a familiar text.	
		Level II AA Students will: EERI.1.3. With guidance and support, identify an event in a familiar text.	
		Level I AA Students will: EERI.1.3. With guidance and support, focus on activities in text.	
Craft and Structure			
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level IV AA Students will: EERI.1.4. Answer questions about 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
		Level II AA Students will: EERI.1.4. With guidance and support, indicate unknown words in familiar text.	
		Level I AA Students will: EERI.1.4. Respond to illustrations/objects of items in text.	
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.			
		Level IV AA Students will: EERI.1.5. Locate titles and labels in a familiar text (e.g., book, calendars).	
	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
		Level II AA Students will: EERI.1.5. With guidance and support, indicate a book or another text.	
		Level I AA Students will: EERI.1.5. Attend to a book or text when it is read.	
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.			
	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
		Level III AA Students will: EERI.1.6. With guidance and support, distinguish between text and illustrations in a text.	
		Level II AA Students will: EERI.1.6. With guidance and support, find the illustration that gives the information needed.	
		Level I AA Students will: EERI.1.6. With guidance and support, attend to pictures related to an informational text.	
Integration of Knowledge and Ideas			
RI.1.7. Use the illustrations and details in a text to describe its key ideas.			
		Level IV AA Students will: EERI.1.7. Match illustrations with key ideas in text.	

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
	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
		Level II AA Students will: EERI.1.7. With guidance and support, find the illustration that gives the information needed.	
		Level I AA Students will: EERI.1.7. With guidance and support, attend to illustrations as text is read.	
RI.1.8. Identify the reasons an author gives to support points in a text.			
		Level IV AA Students will: EERI.1.8. Identify a point the author makes.	
		Level III AA Students will: EERI.1.8. With guidance and support, identify the details that match the topic of 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
		Level I AA Students will: EERI.1.8. Participate in an activity listing points the author made.	
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
		Level III AA Students will: EERI.1.9. With guidance and support, match similar parts of two texts on the same topic.	
		Level II AA Students will: EERI.1.9. With guidance and support, match similar illustrations about the same content.	
		Level I AA Students will: EERI.1.9. Participate in activity to match similar illustrations about the same content.	
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.		

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

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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).	EERF.1.1. Demonstrate an understanding of the organization and basic features of print. a. Interact with books one page at a time from beginning to end.	Level IV AA Students will: EERF.1.1.a. Interacts with books by selecting a book, orienting the book correctly, and turning pages one at a time.	L3/F14 L3/A13
		Level III AA Students will: EERF.1.1.a. Interact with books one page at a time from beginning to end.	
		Level II AA Students will: EERF.1.1.a. Turn pages in a book.	
		Level I AA Students will: EERF.1.1.a. Interact with a book.	
	EERF.1.1.b. Follow print from left to right. EERF.1.1.c. Follow print from top to bottom.	Level IV AA Students will: EERF.1.1.b-c. Follow print left to right pointing to words one-at-a-time with one-to-one correspondence.	L3/A13
		Level III AA Students will: EERF.1.1.b-c. Follow print from left to right and top to bottom.	
		Level II AA Students will: EERF.1.1.b-c. Identify where to begin when reading a page of text.	
		Level I AA Students will: EERF.1.1.b-c. Attend to text.	
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
		Level III AA Students will: EERF.1.2.a. Identify spoken rhyming words.	
		Level II AA Students will: EERF.1.2.a. Provide a rhyming word that completes a predictable, repeated refrain in a familiar story.	

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. 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
		Level IV AA Students will: EERF.1.2.b. Indicate the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult).	
		Level III AA Students will: EERF.1.2.b. With guidance and support, indicate the number of syllables in a spoken word (e.g., clap or tap to indicate syllables spoken by an adult).	
		Level II AA Students will: EERF.1.2.b. With guidance and support, clap once for a one syllable word spoken by an adult.	
		Level I AA Students will: EERF.1.2.b. With guidance and support, participate by clapping while peers clap once for a one syllable word spoken by an adult.	
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.			
		Level IV AA Students will: EERF.1.2.c. Identify single-syllable words with the same onset (beginning sound) as a familiar word.	
		Level III AA Students will: EERF.1.2.c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.	
		Level II AA Students will: EERF.1.2.c. Match a familiar, single-syllable word with the onset and rhyme segmented.	
	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).			
		Level IV AA Students will: EERF.1.2.d. Match orally presented, segmented phonemes to pictures without first hearing the label of the pictures.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
	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
		Level I AA Students will: EERF.1.2.d. Attend to pictures and illustrations presented by an adult.	
Phonics and Word Recognition			
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling- sound correspondences for common consonant.			
		Level IV AA Students will: EERF.1.3.a. Identify a word that will complete the matching phoneme.	
		Level III AA Students will: EERF.1.3.a. Identify words that begin with a single-consonant phoneme that is spoken by an adult.	
	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
		Level I AA Students will: EERF.1.3.a. With guidance and support, identify the same letter at the beginning of two words.	
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

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
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
		Level III AA Students will: EERF.1.4.a. Independently engage in exploring a book or navigating pages in a multimedia book.	
		Level II AA Students will: EERF.1.4.a. Engage in shared exploration of a book or multimedia book.	
		Level I AA Students will: EERF.1.4.a. Attend while sharing in the exploration of a book or multimedia book.	
b. Read grade-level text orally with accuracy, appropriate rate, and expression.			
	EERF.1.4.b. Sustain attention to a variety of reading materials reflecting a variety of text genre.	Level IV AA Students will: EERF.1.4.b. Select a preferred book or text and attend to the reading.	L3/F6 L3/F14
		Level III AA Students will: EERF.1.4.b. Sustain attention to a variety of reading materials reflecting a variety of text genre.	
		Level II AA Students will: EERF.1.4.b. Sustain attention to a preferred, familiar text.	
		Level I AA Students will: EERF.1.4.b. Attend to a preferred, familiar text.	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	EERF.1.4.c. N/A		

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First Grade English Language Arts Standards: Writing			
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
		Level III AA Students will: EEW.1.1. Select a book and use drawing, dictating, or writing to state an opinion about it.	
		Level II AA Students will: EEW.1.1. With guidance and support, select a book and use drawing, dictating, or writing to state an opinion about it.	
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.		Level I AA Students will: EEW.1.1. Communicate a preference for a book.	
		Level IV AA Students will: EEW.1.2. Name a topic and use drawing, dictating, or writing to share information about it.	
	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
		Level II AA Students will: EEW.1.2. With guidance and support, use drawing, dictating, or writing to share information about a topic.	
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.		Level I AA Students will: EEW.1.2. With guidance and support, select a topic.	
		Level IV AA Students will: EEW.1.3. Introduce or name events and use drawing, dictating, or writing to share information about them.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level III AA Students will: EEW.1.3. Select an event and use drawing, dictating, or writing to share information about it.	
	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
		Level I AA Students will: EEW.1.3. With guidance and support, select a preferred event or activity.	
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.			
		Level IV AA Students will: EEW.1.5. Add more information to own drawing, dictating, or writing to strengthen it.	
	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
		Level II AA Students will: EEW.1.5. With guidance and support, draw, dictate, or write more when asked.	
		Level I AA Students will: EEW.1.5. With guidance and support, explore tools for drawing, writing, and self-expression.	
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.			
		Level IV AA Students will: EEW.1.6. Use a variety of digital tools to produce 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
		Level II AA Students will: EEW.1.6. With guidance and support from adults, explore digital tools to produce writing, including in collaboration with peers.	
		Level I AA Students will: EEW.1.6. With guidance and support, explore various means of accessing digital tools.	

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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.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
		Level III AA Students will: EEW.1.7. Participate in shared research and writing projects.	
		Level II AA Students will: EEW.1.7. With guidance and support, participate in shared research and writing projects.	
		Level I AA Students will: EEW.1.7. With prompts and support, explore pictures, words, or objects related to a shared research project.	
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
	EEW.1.8. With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.	Level IV AA Students will: EEW.1.8. With guidance and support from adults, recall information from experiences and answer simple questions about those experiences.	L3/S3 L3F16
		Level III AA Students will: EEW.1.8. With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.	
		Level II AA Students will: EEW.1.8. With guidance and support from adults, identify information related to personal experiences.	
		Level I AA Students will: EEW.1.8. With guidance and support, identify personal objects.	
W.1.9. (Begins in grade 4)	EEW.1.9. (Begins in grade 4)		
Range of Writing			
W.1.10. (Begins in grade 3)	EEW.1.10. (Begins in grade 3)		

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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.			
<p>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.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>EESL.1.1.a. Participate in conversations with peers and adults.</p> <p>a. Engage in multiple- turn exchanges with peers.</p>	<p>Level IV AA Students will:</p> <p>EESL.1.1.a. Initiate multiple-turn exchanges with peers.</p>	L2/P4, L2/F6 L2/F11, L3/S3
		<p>Level III AA Students will:</p> <p>EESL.1.1.a. Engage in multiple-turn exchanges with peers.</p>	
		<p>Level II AA Students will:</p> <p>EESL.1.1.a. Communicate directly with a peer.</p>	
		<p>Level I AA Students will:</p> <p>EESL.1.1.a. With guidance and support, communicate with a peer.</p>	
<p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>EESL.1.1.b. Build on comments or topics initiated by an adult.</p>	<p>Level IV AA Students will:</p> <p>EESL.1.1.b. Build on comments or topics initiated by an adult and peers.</p>	L3/S3 L3/F6
		<p>Level III AA Students will:</p> <p>EESL.1.1.b. Build on comments or topics initiated by an adult.</p>	
		<p>Level II AA Students will:</p> <p>EESL.1.1.b. With guidance and support, build on comments or topics initiated by an adult.</p>	
		<p>Level I AA Students will:</p> <p>EESL.1.1.b. With guidance and support, communicate with an adult about the current topic.</p>	
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>EESL.1.1.c. Uses one or two words to ask questions related to personally relevant topics.</p>	<p>Level IV AA Students will:</p> <p>EESL.1.1.c. Combines three or more words to ask questions related to personally relevant topics.</p>	L3/E13 L3/F6
		<p>Level III AA Students will:</p> <p>EESL.1.1.c. Uses one or two-words to ask questions related to personally relevant topics.</p>	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level II AA Students will: EESL.1.1.c. With guidance and support, use one or two-words to ask questions related to personally relevant topics.	
		Level I AA Students will: EESL.1.1.c. With guidance and support, use gestures, vocalizations, symbols, or words to communicate about personally relevant topics.	
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
		Level III AA Students will: EESL.1.2. During shared reading activities, answer questions about details presented orally or through other media.	
		Level II AA Students will: EESL.1.2. With guidance and support during shared reading activities, provides responses to open-ended statements.	
		Level I AA Students will: EESL.1.2. With guidance and support during shared reading activities, follow simple directives.	
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
		Level III AA Students will: EESL.1.3. Ask for help when needed.	
		Level II AA Students will: EESL.1.3. With guidance and support, ask for help when needed.	
		Level I AA Students will: EESL.1.3. With guidance and support, respond to offer of assistance when needed.	
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

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level III AA Students will: EESL.1.4. With guidance and support, identify familiar people, places, things, and events.	
		Level II AA Students will: EESL.1.4. With guidance and support, identify favorite people and things.	
		Level I AA Students will: EESL.1.4. Respond to familiar people, places, things, and events with guidance and support.	
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
		Level III AA Students will: EESL.1.5. Communicate own thoughts, feelings, or ideas.	
		Level II AA Students will: EESL.1.5. With guidance and support, communicate own thoughts, feelings, or ideas.	
		Level I AA Students will: EESL.1.5. With guidance and support, respond when asked about feelings.	
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
		Level III AA Students will: EESL.1.6. With guidance and support, provide more information to clarify ideas, thoughts, and feelings.	
		Level II AA Students will: EESL.1.6. With guidance and support, restate initial attempt to communicate when idea, thought, or feelings are misunderstood.	
		Level I AA Students will: EESL.1.6. With guidance and support, participate in communication interactions about ideas, thoughts, and feelings.	

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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. a. Print all upper- and lowercase letters.		Level IV AA Students will: EEL.1.1.a. Write all letters in own first name.	L2/A12
		Level III AA Students will: EEL.1.1.a. Write first letter of own first name.	
		Level II AA Students will: EEL.1.1.a. Demonstrate emerging understandings of letter writing.	
		Level I AA Students will: EEL.1.1.a. With guidance and support, explore writing using a pen/pencil or access to the full alphabet.	
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
		Level III AA Students will: EEL1.1.b. With guidance and support, use familiar nouns (e.g., own name, Mom, dog) in isolation.	
		Level II AA Students will: EEL.1.1.b. With guidance and support from adults, recognize frequently occurring nouns.	
		Level I AA Students will: EEL.1.1.b. With guidance and support from adults, recognize familiar people.	
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	EEL.1.1.c. With guidance and support, produce noun Err:509	Level IV AA Students will: EEL.1.1.c. Produce noun + verb or verb + noun combinations.	L3/S1, L3/S2 L3/S3
		Level III AA Students will: EEL.1.1.c. With guidance and support, produce noun + verb or verb + noun combinations.	
		Level II AA Students will: EEL.1.1.c. With guidance and support, link two words together.	

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
		Level I AA Students will: EEL.1.1.c. With guidance and support, respond to frequently occurring words.	
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).			
	EEL.1.1.d. With guidance and support, use familiar personal pronouns (e.g., I, me, and you).	Level IV AA Students will: EEL1.1.d. Use personal pronouns (e.g., I, me, he, she, you).	L3/E10 L3/S3
		Level III AA Students will: EEL1.1.d. With guidance and support from adults, use some personal pronouns (e.g., I, me, and you).	
		Level II AA Students will: EEL1.1.d. With guidance and support from adults, recognize some personal pronouns (e.g., I, you) in familiar routines.	
		Level I AA Students will: EEL1.1.d. With guidance and support from adults, use the personal pronoun me to refer to self.	
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
		Level III AA Students will: EEL.1.1.e. With guidance and support, use familiar present tense verbs.	
		Level II AA Students will: EEL.1.1.e. With guidance and support from adults, demonstrate understanding of familiar present tense verbs.	
		Level I AA Students will: EEL.1.1.e. With guidance and support from adults, demonstrate understanding of familiar verbs in familiar routines and activities.	
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
		Level III AA Students will: EEL.1.1.f. With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot).	
		Level II AA Students will: EEL.1.1.f. With guidance and support from adults, demonstrate understanding of frequently occurring adjectives. (e.g., big, hot).	

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
		Level I AA Students will: EEL.1.1.f. With guidance and support from adults, demonstrates understanding of familiar adjectives in familiar routines and activities.	
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because)	EEL.1.1.g. N/A		
h. Use determiners (e.g., articles, demonstratives).	EEL.1.1.h. N/A		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
		Level III AA Students will: EEL.1.1.i. With guidance and support, use frequently occurring prepositions: in, out, on, off.	
		Level II AA Students will: EEL.1.1.i. With guidance and support from adults, recognize frequently occurring prepositions: in, on.	
		Level I AA Students will: EEL.1.1.i. With guidance and support from adults, demonstrates understanding of the frequently occurring prepositions in and out in familiar routines and activities.	
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.			
		Level IV AA Students will: EEL.1.1.j. Use question words and simple phrases.	
	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
		Level II AA Students will: EEL.1.1.j. With guidance and support from adults, demonstrate understanding of simple question words (interrogatives) (e.g., who, what).	
		Level I AA Students will: EEL.1.1.j. With guidance and support from adults, demonstrate understanding of simple question words (interrogatives) (e.g., who, what) in familiar events and routines.	
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.			

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.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
		Level III AA Students will: EEL.1.2.a. Locate first letter in own name when presented with name.	
		Level II AA Students will: EEL.1.2.a. Can locate first letter in own name when presented with name.	
		Level I AA Students will: EEL.1.2.a. Responds to own name when called.	
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
		Level III AA Students will: EEL.1.2.d. With guidance and support, recognize that letters are used to spell words.	
		Level II AA Students will: EEL.1.2.d. With guidance and support, recognize letters versus non-letter-like shapes.	
		Level I AA Students will: EEL.1.2.d. With guidance and support, explore letters in shared reading and writing activities.	
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.			

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.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
		Level III AA Students will: EEL.1.4.a. With guidance and support, demonstrate understanding of the meaning of newly acquired vocabulary.	
		Level II AA Students will: EEL.1.4.a. Demonstrate understanding of familiar vocabulary.	
		Level I AA Students will: EEL.1.4.a. With guidance and support, respond to words. Ex. Turn toward the teacher when he or she speaks.	
b. Use frequently occurring affixes as a clue to the meaning of a word.	EEL.1.4.b. N/A		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.			
	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
		Level III AA Students will: EEL.1.5.a. With guidance and support from adults, sort common objects into familiar categories.	
		Level II AA Students will: EEL.1.5.a. With guidance and support from adults, sort objects based on visual or tactual similarities.	
		Level I AA Students will: EEL.1.5.a. With guidance and support, match a common object with another.	
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

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level III AA Students will: EEL.1.5.b. With guidance and support from adults, identify attributes of familiar words.	
		Level II AA Students will: EEL.1.5.b. With guidance and support from adults, select pictures that show attributes described to them.	
		Level I AA Students will: EEL.1.5.b. With guidance and support from adults, follow a model to identify attributes.	
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
		Level III AA Students will: EEL.1.5.c. With guidance and support from adults, demonstrate understanding of words by identifying real-life connections between words and their use.	
		Level II AA Students will: EEL.1.5.c. With guidance and support, connect real-life activities to words.	
		Level I AA Students will: EEL.1.5.c. With guidance and support from adults, respond to real-life connections with words.	
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

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 (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.			
	EERL.2.1. Answer who and where questions to demonstrate understanding of details in a familiar text.	Level IV AA Students will: EERL.2.1. Answer who and where questions to demonstrate understanding of key details in a text.	L2/S3, L3/E13 L3/A13
		Level III AA Students will: EERL.2.1. Answer who and where questions to demonstrate understanding of details in a familiar text.	
		Level II AA Students will: EERL.2.1. Answer who questions to demonstrate understanding of details during shared reading of a text about personal experiences.	
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
		Level IV AA Students will: EERL.2.2. Retell familiar stories, including fables and folktales from diverse cultures, including elements from the entire story.	
		Level III AA Students will: EERL.2.2. Retell familiar stories from diverse cultures, including two or more elements from different parts of the story.	
	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.		Level I AA Students will: EERL.2.2. With prompting, retell an event from a familiar story about a personal experience.	
		Level IV AA Students will: EERL.2.3. Identify feelings of characters related to major events and/or challenges in a familiar story.	
	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

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
		Level II AA Students will: EERL.2.3. With prompting, identify the actions and feeling of characters in a familiar story.	
		Level I AA Students will: EERL.2.3. With prompting, identify a character in a familiar story.	
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.			
		Level IV AA Students will: EERL.2.4. Identify rhyming words or repeated phrases in a story, poem, or song.	
		Level III AA Students will: EERL.2.4	
	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
		Level I AA Students will: EERL.2.4. With guidance and support, completes an open-ended phrase with a word within a familiar story, poem, or song.	
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			
		Level IV AA Students will: EERL.2.5. After reading a story, explain what happened first and what happened last in a story.	
		Level III AA Students will: EERL.2.5. Determine the beginning and ending of a story.	
	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
		Level I AA Students will: EERL.2.5. Identify the beginning of a story.	
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.			
		Level IV AA Students will: EERL.2.6. Identify multiple speakers in a story.	
		Level III AA Students will: EERL.2.6. Identify the speakers in a dialogue.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
	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
		Level I AA Students will: EERL.2.6. With guidance and support, attend to the dialogue while reading a story.	
Integration of Knowledge and Ideas			
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.			
	EERL.2.7. Use illustrations in print or digital text to identify characters and settings.	Level IV AA Students will: EERL.2.7. Use illustrations in print or digital text to describe characters and settings.	L2/E8 L2/E9
		Level III AA Students will: EERL.2.7. Use illustrations in print or digital text to identify characters and settings.	
		Level II AA Students will: EERL.2.7. Find the character in an illustration from a familiar text.	
		Level I AA Students will: EERL.2.7. Attend to illustrations in the text during shared reading.	
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.			
		Level IV AA Students will: EERL.2.9. Identify similarities and differences between two versions of the same story.	
		Level III AA Students will: EERL.2.9. Identify similarities in two versions of the same story.	
		Level II AA Students will: EERL.2.9. Identify two versions of the same story.	
	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

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

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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
		Level III AA Students will: EERI.2.1. Answer who and what questions to demonstrate understanding of details in a familiar text.	
		Level II AA Students will: EERI.2.1. Answer what questions to demonstrate understanding of details in a text.	
RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		Level I AA Students will: EERI.2.1. With guidance and supports, identify a detail in a text or illustration.	
	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
		Level III AA Students will: EERI.2.2. Identify the topic of the text.	
		Level II AA Students will: EERI.2.2. Retell the title of a text.	
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		Level I AA Students will: EERI.2.2. Indicate a portion of 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
		Level III AA Students will: EERI.2.3. Sequence at least two steps in a procedure or ideas/incidents in an event.	
		Level II AA Students will: EERI.2.3. Identify the next step in a two-step procedure or ideas/incidents in an event.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level I AA Students will: EERI.2.3. With guidance and support, identify first step in a procedure or first idea/incident in an event.	
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.		Level IV AA Students will: EERI.2.4. Define words and phrases related to a topic of a text	
	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
		Level II AA Students will: EERI.2.4. Categorize words by topic of text.	
		Level I AA Students will: EERI.2.4. With prompts and supports, label words and phrases by topic of text.	
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.		Level IV AA Students will: EERI.2.5. Use text features to locate facts or information in a familiar text.	
	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
		Level II AA Students will: EERI.2.5. With guidance and support, recognize that books have titles. Ex. With guidance and support, locate the title on the front cover of a book.	
		Level I AA Students will: EERI.2.5. With guidance and support, indicate a book or another text.	
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		Level IV AA Students will: EERI.2.6. Explain why a text is important or useful.	
	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
		Level II AA Students will: EERI.2.6. Identify two or more reasons the text is interesting or useful to them.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level I AA Students will: EERI.2.6. With guidance and support, identify one aspect of the text that is liked.	
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.		Level IV AA Students will: EERI.2.7. Understands the concepts that images convey in relationship to an informational 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
		Level II AA Students will: EERI.2.7. Identify images that relate to an informational text.	
		Level I AA Students will: EERI.2.7. With guidance and support, locate an image that represents a concept in an informational text.	
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.		Level IV AA Students will: EERI.2.9. Identify similarities in 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
		Level II AA Students will: EERI.2.9. Identify two informational texts that are the same.	
		Level I AA Students will: EERI.2.9. With guidance and support, identify two informational texts on the same topic.	
Range of Reading and Level of Text Complexity			
RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with 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

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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
		Level III AA Students will: EERF.2.3.a-c. Apply letter-sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations.	
		Level II AA Students will: EERF.2.3.a-c. In context, identify any letter-sound association.	
		Level I AA Students will: EERF.2.3.a-c. Explores letter-sound associations.	
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
		Level III AA Students will: EERF.2.3.d-e. Identify the beginning sound of familiar words beginning with a single consonant sound.	
		Level II AA Students will: EERF.2.3.d-e. Identify words that begin with a single-consonant phoneme that is spoken by an adult.	
		Level I AA Students will: EERF.2.3.d-e. Point to pictures as an adult labels them.	
f. Recognize and read grade-appropriate irregularly spelled words.			

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
	EERF.2.3.f. Recognize 10 or more written words.	<p>Level IV AA Students will: EERF.2.3.f. Reads 10 or more written words in a simple, connected text.</p> <p>Level III AA Students will: EERF.2.3.f. Recognize 10 or more written words.</p> <p>Level II AA Students will: EERF.2.3.f. Recognize two or more written words.</p> <p>Level I AA Students will: EERF.2.3.f. Recognize symbols that represent two or more common words.</p>	L3/A13
Fluency			
<p>RF.2.4. 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 text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			
	EERF.2.4. Read a shared- reading selection.	<p>Level IV AA Students will: EERF.2.4. Read simple text.</p> <p>Level III AA Students will: EERF.2.4. Read a shared reading selection</p> <p>Level II AA Students will: EERF.2.4. Respond to reading selection.</p> <p>Level I AA Students will: EERF.2.4. Attend to reading selection.</p>	L3/A13

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

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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.		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
		Level III AA Students will: EEW.2.1. Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.	
		Level II AA Students will: EEW.2.1. With guidance and support, select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.	
		Level I AA Students will: EEW.2.1. With guidance and support, state an opinion about a book.	
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.		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
		Level III AA Students will: EEW.2.2. Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.	
		Level II AA Students will: EEW.2.2. With guidance and support, select a topic and use drawing, dictating, or writing to compose a message with one fact about a topic.	
		Level I AA Students will: EEW.2.2. With guidance and support, select a topic.	
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.			

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
	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
		Level III AA Students will: EEW.2.3. Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.	
		Level II AA Students will: EEW.2.3. Draw, write, or dictate to compose a message about a personal experience.	
		Level I AA Students will: EEW.2.3. With guidance and support, communicate about a personal experience.	
Production and Distribution of Writing			
W.2.4. (Begins in grade 3)	EEW.2.4. (Begins in grade 3)		
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
	EEW.2.5. With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.	Level IV AA Students will: EEW.2.5. With guidance and support from adults and peers, add more information and make one correction to own writing to strengthen the message.	L3/A16
		Level III AA Students will: EEW.2.5. With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.	
		Level II AA Students will: EEW.2.5. With guidance and support from adults or peers, add more information to own drawing, dictating, or writing when asked.	
		Level I AA Students will: EEW.2.5. With guidance and support from adults or peers, use drawing, communication, or writing tools to communicate a message.	
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.			
		Level IV AA Students will: EEW.2.6. Use technology to produce and publish writing.	
	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

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level II AA Students will: EEW.2.6. With guidance and support from adults and peers, use technology to produce writing. Level I AA Students will: EEW.2.6. With guidance and support from adults and peers, explore writing technologies.	
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).			
		Level IV AA Students will: EEW.2.7. Participate in shared writing and research projects.	
	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
		Level II AA Students will: EEW.2.7. With guidance and support, participate in shared writing and research projects.	
		Level I AA Students will: EEW.2.7. With guidance and support, select pictures, words, or objects related to a shared research project.	
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
		Level III AA Students will: EEW.2.8. Identify information related to personal experiences and answer simple questions about those experiences.	
		Level II AA Students will: EEW.2.8. With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.	
		Level I AA Students will: EEW.2.8. With guidance and support from adults, identify information related to personal experiences and preferences.	
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)		

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

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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.			
<p>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.</p> <p>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).</p>			
	<p>EESL.2.1. Participate in conversations with peers and adults in small groups.</p> <p>a. Engage in multiple- turn exchanges with peers and adults in small groups.</p>	<p>Level IV AA Students will: EESL.2.1.a. Engage in multiple-turn exchanges with peers in small groups.</p>	L3/F6 L3/P2
		<p>Level III AA Students will: EESL.2.1.a. Engage in multiple-turn exchanges with peers and adults in small groups.</p>	
		<p>Level II AA Students will: EESL.2.1.a. Engage in multiple-turn exchanges with individual peers.</p>	
		<p>Level I AA Students will: EESL.2.1.a. Communicate directly with an adult.</p>	
<p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p>			
		<p>Level IV AA Students will: EESL.2.1.b. Engage in multiple-turn exchanges that build on comments or topics initiated by adults or peers.</p>	
	<p>EERF.2.1.b. Build on comments or topics initiated by adults and peers.</p>	<p>Level III AA Students will: EESL.2.1.b. Build on comments or topics initiated by adults and peers.</p>	L3/F6, L3/F2 L3/S3
		<p>Level II AA Students will: EESL.2.1.b. Build on comments or topics initiated by an adult.</p>	
		<p>Level I AA Students will: EESL.2.1.b. With guidance and support, build on comments or topics initiated by an adult.</p>	
<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>			
		<p>Level IV AA Students will: EESL.2.1.c. Ask questions to seek further information/explanation related to a prescribed topic or text.</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.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
		Level II AA Students will: EESL.2.1.c. With guidance and support, ask questions related to a prescribed topic or text.	
		Level I AA Students will: EESL.2.1.c. With guidance and support, use question words (who, what, when, where, why, or how) to communicate with others.	
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			
		Level IV AA Students will: EESL.2.2. Recount key details from a text read aloud or information presented orally or through other media.	
	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
		Level II AA Students will: EESL.2.2. With guidance and support, answer questions about key details from a text read aloud or information presented orally or through other media.	
		Level I AA Students will: EESL.2.2. With guidance and support, answer questions about a text read aloud or information presented through other media.	
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.			
		Level IV AA Students will: EESL.2.3. Ask and answer questions about what a speaker says.	
	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
		Level II AA Students will: EESL.2.3. With guidance and support, answer questions about what a speaker says.	
		Level I AA Students will: EESL.2.3. With guidance and support, respond when asked a question.	
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.			

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
	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
		Level III AA Students will: EESL.2.4. Identify a photograph or object that reflects a personal experience and identify one detail about it.	
		Level II AA Students will: EESL.2.4. Identify a photo or object that reflects a personal experience.	
		Level I AA Students will: EESL.2.4. With guidance and support, identify a photo or object of self engaged in an activity.	
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
		Level III AA Students will: EESL.2.5. Select a visual, audio, or tactual representation to depict an experience, thoughts, or feelings.	
		Level II AA Students will: EESL.2.5. Select a picture or tactual representation to accompany a story.	
		Level I AA Students will: EESL.2.5. With guidance and support, select a picture to accompany a story.	
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
		Level III AA Students will: EESL.2.6. Communicate to provide clarification.	
		Level II AA Students will: EESL.2.6. Communicate about a specific task or experience.	
		Level I AA Students will: EESL.2.6. With guidance and support, communicate about a specific task or experience.	

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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)		Level IV AA Students will: EEL.2.1.a-f. Produce two- and three-letter words.	L3/A15 L3/A16
		Level III AA Students will: EEL.2.1.a-f. Produce all letters.	
		Level II AA Students will: EEL.2.1.a-f. Produce first letter in own name.	
		Level I AA Students will: EEL.2.1.a-f. Explore letters and technology used to produce letters.	
a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	EEL.2.1.a-b. Use frequently occurring nouns (e.g., mom, dad, boy, girl).	Level IV AA Students will: EEL.2.1.a-b. Use a variety of nouns.	L2/E3 L2/S2
		Level III AA Students will: EEL.2.1.a-b. Use frequently occurring nouns (e.g., mom, dad, boy, girl).	
		Level II AA Students will: EEL.2.1.a-b. With guidance and support, identify symbols or objects that represent personally relevant, common nouns.	
		Level I AA Students will: EEL.2.1.a-b. Interact with symbols or objects that represent personally relevant, common nouns.	
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
		Level III AA Students will: EEL.2.1.c. Use frequently occurring pronouns to refer to self and others	
		Level II AA Students will: EEL.2.1.c. Use the pronouns you and me.	
		Level I AA Students will: EEL.2.1.c. Demonstrate emerging awareness of me.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
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
		Level III AA Students will: EEL.2.1.d. Use frequently occurring verbs.	
		Level II AA Students will: EEL.2.1.d. Use a limited amount of verbs (4-5) to make requests or respond to questions (e.g., want, like, go, eat).	
		Level I AA Students will: EEL.2.1.d. Demonstrate emerging understanding of the meaning of common verbs.	
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.			
	EEL.2.1.e. Use frequently occurring adjectives.	Level IV AA Students will: EEL.2.1.e. Use adjectives to accurately describe people, places, events, and things.	L3/E3 L3/S3
		Level III AA Students will: EEL.2.1.e. Use frequently occurring adjectives.	
		Level II AA Students will: EEL.2.1.e. Identify adjectives that describe familiar objects.	
		Level I AA Students will: EEL.2.1.e. Interact with objects of different colors, shapes, and textures.	
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was 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
		Level III AA Students will: EEL.2.1.f. Link two or more words together in communication.	
		Level II AA Students will: EEL.2.1.f. Use single words to communicate.	
		Level I AA Students will: EEL.2.1.f. Respond to frequently occurring words.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
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.			
		Level IV AA Students will: EEL.2.2.a. Capitalize the first letter of 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
		Level II AA Students will: EEL.2.2.a. Capitalize first letter of own name.	
		Level I AA Students will: EEL.2.2.a. With guidance and support, recognize own name in print.	
b. Use commas in greetings and closings of letters.	EEL.2.2.b. N/A		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).			N/A
	EEL.2.2.d. Identify printed rhyming words with the same spelling pattern.	Level IV AA Students will: EEL.2.2.d. Sort printed rhyming words with the same spelling pattern.	
		Level III AA Students will: EEL.2.2.d. Identify printed rhyming words with the same spelling pattern.	
		Level II AA Students will: EEL.2.2.d. Identify rhyming words.	
		Level I AA Students will: EEL.2.2.d. Provide a familiar rhyming word to complete a predictable, repeated line in a story.	
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
		Level IV AA Students will: EEL.2.2.e. Consult print in the environment to support reading and spelling.	
	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
		Level II AA Students will: EEL.2.2.e. With guidance and support, consult print in the environment to support reading and spelling.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level I AA Students will: EEL.2.2.e. Interact with print in the environment.	
Knowledge of Language			
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.			
	EEL.2.3. Use informal language when communicating.	Level IV AA Students will: EEL.2.3. Use formal and informal language when communicating.	L3/S2 L3/S3
		Level III AA Students will: EEL.2.3. Use informal language when communicating.	
		Level II AA Students will: EEL.2.3. Use symbolic language to communicate. Ex. Use words when communicating.	
		Level I AA Students will: EEL.2.3. Recognize familiar symbols.	
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).			
		Level IV AA Students will: EEL.2.4.a-b. Use newly acquired vocabulary in context.	
		Level III AA Students will: EEL.2.4.a-b. Use newly acquired vocabulary.	
	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
		Level I AA Students will: EEL.2.4.a-b. Respond when new vocabulary is used.	
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).			

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level IV AA Students will: EEL.2.4.c. Identify categories for groups of related words.	
	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
		Level II AA Students will: EEL.2.4.c. Identify two or more words from a single category.	
		Level I AA Students will: EEL.2.4.c. Attend to words from a single category.	
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.			
		Level IV AA Students will: EEL.2.4.e. Ask and answer questions about unknown words.	
	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
		Level II AA Students will: EEL.2.4.e. Indicate that a word is unknown.	
		Level I AA Students will: EEL.2.4.e. Respond to words in conversations and shared reading/writing activities.	
L.2.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).			
	EEL.2.5. Demonstrate understanding of word relationships. a. Identify real-life connections between words and their use (e.g., happy: "I am happy:").	Level IV AA Students will: EEL.2.5.a. Identify real-life connections between words and their use.	L3/E12
		Level III AA Students will: EEL.2.5.a. Identify real-life connections between words and their use (e.g., happy: "I am happy:").	
		Level II AA Students will: EEL.2.5.a. With guidance and support, identify real-life connections between words and their use.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level I AA Students will: EEL.2.5.a. With guidance and support, respond to words in context.	
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
		Level III AA Students will: EEL.2.5.b. Identify the function of common nouns.	
		Level II AA Students will: EEL.2.5.b. Identify nouns that match functions.	
		Level I AA Students will: EEL.2.5.b. Respond to common nouns in context.	
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).			
		Level IV AA Students will: EEL.2.6. Use words and phrases acquired through interactions, being read to, and other forms of instruction.	
	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
		Level II AA Students will: EEL.2.6. Repeat words from text that has been read to them.	
		Level I AA Students will: EEL.2.6. Mimic words spoken to them.	

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 (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.		Level IV AA Students will: EERL.3.1. Ask and answer questions to demonstrate understanding of a text.	L3/E13, L3/E11 L3/S3
		Level III AA Students will: EERL.3.1. Answer questions to demonstrate understanding of a text.	
		Level II AA Students will: EERL.3.1. With prompting, answer questions to demonstrate understanding of a text.	
		Level I AA Students will: EERL.3.1. With guidance and support, answer a question from a familiar book about a personal experience.	
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.		Level IV AA Students will: EERL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures including key 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
		Level II AA Students will: EERL.3.2. Retell parts of stories, including fables, folktales, and myths from diverse cultures including details from the text.	
		Level I AA Students will: EERL.3.2. With guidance and support, identify a detail from a familiar story, fable, folktale, or myth.	
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
		Level III AA Students will: EERL.3.3. Identify the traits, motivations, or feelings of characters in a story.	

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
		Level II AA Students will: EERL.3.3. With prompting, identify the traits, motivations, or feelings of characters in a familiar story.	
		Level I AA Students will: EERL.3.3. With guidance and support, identify symbols, objects, or other tactual representations of feelings depicted in a familiar story.	
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.			
		Level IV AA Students will: EERL.3.4. Determine which words or phrases in a text are literal versus non-literal.	
	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
		Level II AA Students will: EERL.3.4. Identify things in the text that have happened in their own life.	
		Level I AA Students will: EERL.3.4. With guidance and support, identify one event from a story.	
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.			
		Level IV AA Students will: EERL.3.5. Sequence the beginning, middle, and end of a story.	
		Level III AA Students will: EERL.3.5. Determine the beginning, middle, and end of a story.	
	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
		Level I AA Students will: EERL.3.5. With guidance and support, identify one event from a story. Ex. Given an array of pictures, choose one that matches something that happened in the story.	
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.			
	EERL.3.6. Identify personal point of view about a character or the narrator.	Level IV AA Students will: EERL.3.6. Explain personal point of view about a character.	L2/S3 L3/A13

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
		Level III AA Students will: EERL.3.6. Identify personal point of view about a character or narrator.	
		Level II AA Students will: EERL.3.6. With prompts and support, state opinion about a character.	
		Level I AA Students will: EERL.3.6. Identify a favorite character in a story.	
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
		Level III AA Students will: EERL.3.7. Identify parts of illustrations that depict a particular mood, setting, or character.	
		Level II AA Students will: EERL.3.7. Use illustrations to describe characters and setting.	
		Level I AA Students will: EERL.3.7. With guidance and support, identify character or setting in an illustration from the text.	
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).			
		Level IV AA Students will: EERL.3.9. Identify similarities and differences in settings of stories by the same authors.	
		Level III AA Students will: EERL.3.9. Identify similarities in the settings of two stories by the same author.	
		Level II AA Students will: EERL.3.9. Recognize that two stories have the same setting.	
	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



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
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.		

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 (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.		Level IV AA Students will: EERI.3.1. Ask and answer questions using the text or illustration as evidence.	
	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
		Level II AA Students will: EERI.3.1. Answer questions related to a specific section of the familiar text.	
		Level I AA Students will: EERI.3.1. With prompts and supports, answer questions about text or illustrations.	
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.		Level IV AA Students will: EERI.3.2. Determine the key details of a text.	
	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
		Level II AA Students will: EERI.3.2. With guidance and support, identify a detail of a text. Ex. Use guiding questions to identify key details.	
		Level I AA Students will: EERI.3.2. With guidance and support, match the topic of a text. Ex. Given two pictures pick the one that is related to the text.	
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.		Level IV AA Students will: EERI.3.3. Compare the progression of a series of events, ideas, and concepts (historical, scientific, or technical).	
	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
		Level II AA Students will: EERI.3.3. With prompting, list the progression of a series of events given the first event.	

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
		Level I AA Students will: EERI.3.3. With guidance and support, determine sequence of events.	
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.		Level IV AA Students will: EERI.3.4. Explain the meaning of key vocabulary specific to the text.	
	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
		Level II AA Students will: EERI.3.4. Identify vocabulary in an informational text.	
		Level I AA Students will: EERI.3.4. With guidance and support, locate identified vocabulary.	
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		Level IV AA Students will: EERI.3.5. Identify text features and search tools to locate information.	
		Level III AA Students will: EERI.3.5. Identify text features and search tools.	
		Level II AA Students will: EERI.3.5. Identify text features.	
	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.		Level IV AA Students will: EERI.3.6. Distinguish between personal point of view and that of others.	
	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
		Level II AA Students will: EERI.3.6. Identify personal point of view about the topic.	
		Level I AA Students will: EERI.3.6. With guidance and support, express point of view about a topic.	

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
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).			
		Level IV AA Students will: EERI.3.7. Explain how certain visual elements and words in the text support the ideas or understanding of events.	
		Level III AA Students will: EERI.3.7. Demonstrate an understanding of text by connecting a visual element.	
	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
		Level I AA Students will: EERI.3.7. With guidance and support, select a picture/object or section of text that supports the text.	
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	EERI.3.8. N/A (See EERI.3.3.)		N/A
RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.			
		Level IV AA Students will: EERI.3.9. Identify similarities and differences of two resources 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
		Level II AA Students will: EERI.3.9. Locate a second resource on the same topic.	
		Level I AA Students will: EERI.3.9. With guidance and support, identify the topic of one resource	
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

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.		Level IV AA Students will: EERF.3.3.a. Use letter-sound knowledge to accurately represent the initial sound in single-syllable words.	
	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
		Level II AA Students will: EERF.3.3.a. In context, recognize three or fewer letter-sound correspondences.	
		Level I AA Students will: EERF.3.3.a. Repeat letter-sounds.	
b. Decode words with common Latin suffixes.		Level IV AA Students will: EERF.3.3.b. Decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes).	
		Level III AA Students will: EERF.3.3.b. With models and supports, decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes).	
		Level II AA Students will: EERF.3.3.b. Identify the beginning sound of familiar words beginning with a single-consonant sound.	
	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.		Level IV AA Students will: EERF.3.3.d. Recognize 50 or more written words.	L3/A12 L3/A13
	EERF.3.3.d. Recognize 40 or more written words.	Level III AA Students will: EERF.3.3.d. Recognize 40 or more written words.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level II AA Students will: EERF.3.3.d. Recognize 10 or more written words.	
		Level I AA Students will: EERF.3.3.d. With guidance and support, identify personally relevant, familiar words.	
Fluency			
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.			
		Level IV AA Students will: EERF.3.4.a. Read ability-appropriate, novel text with purpose and understanding.	
		Level III AA Students will: EERF.3.4.a. Read familiar 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
		Level I AA Students will: EERF.3.4.a. Listen to familiar text.	
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.			
		Level IV AA Students will: EERF.3.4.c. Use context to determine missing words in a novel text.	
		Level III AA Students will: EERF.3.4.c. Use context to determine missing words in familiar texts.	
		Level II AA Students will: EERF.3.4.c. Select from two words or symbols, a word or item that completes a sentence in a way that makes sense.	
	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

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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.		Level IV AA Students will: EEW.3.1.a-b. Select a text and write to state an opinion about it with reasons to support the opinion.	
		Level III AA Students will: EEW.3.1.a-b. Select a text and write to state an opinion about it and one reason to support the opinion.	
	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
		Level I AA Students will: EEW.3.1.a-b. With guidance and support, state an opinion about a book.	
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
		Level III AA Students will: EEW.3.2.a-b. Select a topic and write about it including one fact or detail.	
		Level II AA Students will: EEW.3.2.a-b. Write a fact or detail about a given topic.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level I AA Students will: EEW.3.2.a-b. With guidance and support, select a topic for use during shared writing.	
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.			
		Level IV AA Students will: EEW.3.3.a. Select an event or personal experience and write several things about it.	
		Level III AA Students will: EEW.3.3.a. Select an event or personal experience and write one thing about it.	
	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
		Level I AA Students will: EEW.3.3.a. With guidance and support, select an event or personal experience to write about in shared writing.	
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.)			
		Level IV AA Students will: EEW.3.4. With guidance and support, produce writing that expresses three or more ideas.	

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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
		Level II AA Students will: EEW.3.4. With guidance and support, produce writing that expresses an idea.	
		Level I AA Students will: EEW.3.4. With guidance and support, express an idea.	
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			
		Level IV AA Students will: EEW.3.5. With guidance and support from adults and peers, revise own writing by adding and elaborating on existing information.	
		Level III AA Students will: EEW.3.5. With guidance and support from adults and peers, revise own writing by adding more information.	
	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
		Level I AA Students will: EEW.3.5. With guidance and support, produce writing.	
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.			
		Level IV AA Students will: EEW.3.6. Use technology to produce writing while interacting and collaborating 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
		Level II AA Students will: EEW.3.6. With guidance and support from adults, use technology to produce writing.	
		Level I AA Students will: EEW.3.6. With guidance and support from adults, use technology to produce written communications.	
Research to Build and Present Knowledge			
W.3.7. Conduct short research projects that build knowledge about a topic.			

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level IV AA Students will: EEW.3.7. Gather information about a topic from multiple sources for a group research project.	
	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
		Level II AA Students will: EEW.3.7. With guidance and support, gather information about a topic from one source for a group research project.	
		Level I AA Students will: EEW.3.7. With guidance and support, explore one information source while writing.	
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
		Level III AA Students will: EEW.3.8. Sort information into two provided categories and write information learned about them.	
		Level II AA Students will: EEW.3.8. With guidance and support, sort information into provided categories and label the categories.	
		Level I AA Students will: EEW.3.8. With guidance and support, identify information related to a given topic and write about it.	
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.			
		Level IV AA Students will: EEW.3.10. Write routinely with elaboration for a variety of tasks, purposes, and audiences.	
		Level III AA Students will: EEW.3.10. Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook.	



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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
	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
		Level I AA Students will: EEW.3.10. With guidance and support, communicate routinely for a variety of purposes and audiences.	

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>Level IV AA Students will: EESL.3.1.a. Initiate collaborative interactions about texts.</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: EESL.3.1.a. Engage in collaborative interactions about texts.</p>	L3/S3 L3/F6
		<p>Level II AA Students will: EESL.3.1.a. Engage in multiple-turn exchanges with peers.</p>	
		<p>Level I AA Students will: EESL.3.1.a. Communicate an idea to the teacher or peer.</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>Level IV AA Students will: EESL.3.1.b. Listen and seek confirmation or clarification of others' ideas before responding.</p>	
	<p>EESL.3.1.b. Listen to others' ideas before responding.</p>	<p>Level III AA Students will: EESL.3.1.b. Listen to others' ideas before responding.</p>	L3/S2 L3/P2
		<p>Level II AA Students will: EESL.3.1.b. With guidance and support, listen to others' ideas before responding.</p>	
		<p>Level I AA Students will: EESL.3.1.b. With guidance and support, add to or support others' ideas.</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>Level IV AA Students will: EESL.3.1.c. Ask questions to check understanding of ideas of others.</p>	

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.3.1.c. Ask questions that link to ideas of others.	Level III AA Students will: EESL.3.1.c. Ask questions that link to ideas of others.	L3/E13 L3/F6
		Level II AA Students will: EESL.3.1.c. With guidance and support, ask questions that link to ideas of others.	
		Level I AA Students will: EESL.3.1.c. With guidance and support, ask questions of others.	
d. Explain their own ideas and understanding in light of the discussion.			
	EESL.3.1.d. Express ideas clearly.	Level IV AA Students will: EESL.3.1.d. Explain ideas clearly.	L3/S3 L3/E9
		Level III AA Students will: EESL.3.1.d. Express ideas clearly.	
		Level II AA Students will: EESL.3.1.d. With guidance and support, express ideas.	
		Level I AA Students will: EESL.3.1.d. Communicate an idea to teacher or peer.	
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.			
		Level IV AA Students will: EESL.3.2. Recount key details from a text read aloud or information presented orally or through other media.	
	EESL.3.2. Ask and answer questions about details from a text read aloud or information presented orally or through other media.	Level III AA Students will: EESL.3.2. Ask and answer questions about details from a text read aloud or information presented orally or through other media.	L3/E11 L3/S3
		Level II AA Students will: EESL.3.2. Answer questions about details from a text read aloud or information presented orally or through other media.	
		Level I AA Students will: EESL.3.2. Attend to media presentations.	
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			
		Level IV AA Students will: EESL.3.3. Initiate a question or answer related questions about what a speaker says.	

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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
		Level II AA Students will: EESL.3.3. Answer questions about what a speaker says.	
		Level I AA Students will: EESL.3.3. With guidance and support, respond to questions about presented information.	
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.			
		Level IV AA Students will: EESL.3.4. Recount a personal experience including descriptive details.	
	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
		Level II AA Students will: EESL.3.4. Use pictures or other visual or tactual supports to recount a personal experience including details.	
		Level I AA Students will: EESL.3.4. With guidance and support, communicate a personal experience.	
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.			
		Level IV AA Students will: EESL.3.5. Create a media production of a story or poem, including text.	
	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
		Level II AA Students will: EESL.3.5. Participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of the text.	
		Level I AA Students will: EESL.3.5. With guidance and support, participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of the text.	
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			



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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level IV AA Students will: EESL.3.6. Speak in complete sentences to clarify thoughts, feelings, and ideas.	
	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
		Level II AA Students will: EESL.3.6. Combine words to communicate thoughts, feelings, and ideas.	
		Level I AA Students will: EESL.3.6. With guidance and support, communicate thoughts, feelings, and ideas.	

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

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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
		Level III AA Students will: EEL.3.1.a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.	
		Level II AA Students will: EEL.3.1.a. Use noun + verb combinations when communicating. Ex. Say noun and verb "ball roll."	
		Level I AA Students will: EEL.3.1.a. With guidance and support, identify common nouns and verbs in symbolic form.	
b. Form and use regular and irregular plural nouns.			
		Level IV AA Students will: EEL.3.1.b. Form regular plural nouns.	
	EEL.3.1.b. Use plural nouns.	Level III AA Students will: EEL.3.1.b. Use plural nouns.	L2/F6
		Level II AA Students will: EEL.3.1.b. Use nouns to communicate.	
		Level I AA Students will: EEL.3.1.b. Recognize common nouns.	
c. Use abstract nouns (e.g., childhood).	EEL.3.1.c. N/A		N/A
d. Form and use regular and irregular verbs.			
		Level IV AA Students will: EEL.3.1.d. Use present and past tense verbs with matching nouns.	
		Level III AA Students will: EEL.3.1.d. Use present and past tense verbs.	

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
		Level II AA Students will: EEL.3.1.d. Use common present tense 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.			
		Level IV AA Students will: EEL.3.1.h. Produce grammatically complete utterances.	
	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
		Level II AA Students will: EEL.3.1.h. Use single words to communicate.	
		Level I AA Students will: EEL.3.1.h. React to words either spoken, written, or in picture form.	
i. Produce simple, compound, and complex sentences.			
	EEL.3.1.i. Ask simple questions.	Level IV AA Students will: EEL.3.1.i. Ask questions in simple complete sentences.	L3/E13
		Level III AA Students will: EEL.3.1.i. Ask simple questions.	
		Level II AA Students will: EEL.3.1.i. With guidance and support, ask questions using who or what.	
		Level I AA Students will: EEL.3.1.i. Respond to simple questions.	
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Capitalize appropriate words in titles.			

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level IV AA Students will: EEL.3.2.a. Capitalize the first letter of familiar names.	
		Level III AA Students will: EEL.3.2.a. Capitalize the first letter of a familiar place.	
	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
		Level I AA Students will: EEL.3.2.a. With guidance and support, respond to own name in print.	
b. Use commas in addresses.	EEL.3.2.b. N/A		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
		Level III AA Students will: EEL.3.2.e. Spell common high-frequency words accurately.	
		Level II AA Students will: EEL.3.2.e. Identify the letters in high frequency words.	
		Level I AA Students will: EEL.3.2.e. Identify a letter versus a non-letter.	
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.			
		Level IV AA Students will: EEL.3.2.f. N/A	
		Level III AA Students will: EEL.3.2.f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.	
		Level II AA Students will: EEL.3.2.f. Match words with the same spelling pattern.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
	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.			
		Level IV AA Students will: EEL.3.2.g. Actively use print in the environment to support reading and spelling.	
		Level III AA Students will: EEL.3.2.g. Consult print in the environment to support reading and spelling.	
		Level II AA Students will: EEL.3.2.g. Identify print and signs in the environment.	
	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
		Level III AA Students will: EEL.3.3.a. Use language to make simple requests.	
		Level II AA Students will: EEL.3.3.a. Combine two or more words to make requests.	
		Level I AA Students will: EEL.3.3.a. Look at or touch a word, object, or symbol to make a request.	
b. Recognize and observe differences between the conventions of spoken and written standard English.			
	EEL.3.3.b. Use language to comment or share information.	Level IV AA Students will: EEL.3.3.b. Use language to comment or share information.	L2/S2 L3/S2
		Level III AA Students will: EEL.3.3.b. Use language to comment or share information.	
		Level II AA Students will: EEL.3.3.b. Use single words, objects, signs, or symbols to comment or share information.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level I AA Students will: EEL.3.3.b. Use a preprogrammed messages on a communication device to comment or share information.	
Vocabulary Acquisition and Use			
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	EEL.3.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. N/A		N/A
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).			
		Level IV AA Students will: EEL.3.4.b. Add affixes to words to accurately reflect temporal meanings.	
		Level III AA Students will: EEL.3.4.b. Identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.	
		Level II AA Students will: EEL.3.4.b. Identify yesterday, today, and tomorrow as temporal concepts.	
	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
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.	EEL.3.5. Demonstrate understanding of word relationships.		
a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	EEL.3.5. a. N/A		N/A
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).			

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
	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
		Level III AA Students will: EEL.3.5.b. Identify real-life connections between words and their use (e.g., happy: "I am happy.").	
		Level II AA Students will: EEL.3.5.b. With guidance and support, identify real-life connections between words and their use (e.g., happy: "I am happy.").	
		Level I AA Students will: EEL.3.5.b. With guidance and support, demonstrate understanding of words in real-life situations.	
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).			
		Level IV AA Students will: EEL.3.5.c. Use words that describe personal emotional states in others.	
		Level III AA Students will: EEL.3.5.c. Identify words that describe personal emotional states.	
	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
		Level I AA Students will: EEL.3.5.c. With guidance and support, recognize simple emotion words (e.g., happy, sad, and mad).	
L.3.6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).			
	EEL.3.6. Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).	Level IV AA Students will: EEL.3.6. Use words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).	L3/R2, L3/E2 L3/S3
		Level III AA Students will: EEL.3.6. Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).	
		Level II AA Students will: EEL.3.6. With guidance and support, demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).	



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		Level I AA Students will: EEL.3.6. With guidance and support, put in or take out when asked.	

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

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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
		Level III AA Students will: EERL.4.1. Use details from the text to recount what the text says.	
		Level II AA Students will: EERL.4.1. Recount a portion of the text.	
		Level I AA Students will: EERL.4.1. Identify a detail from the text.	
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	EERL.4.2. Determine the main idea of a text.	Level IV AA Students will: EERL.4.2. Identify the theme of a text.	
		Level III AA Students will: 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
		Level I AA Students will: EERL.4.2. Identify a word from a familiar text.	
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
		Level III AA Students will: EERL.4.3. Use details from text to describe a character in a story.	
		Level II AA Students will: EERL.4.3. Identify the name of a character in a story.	
		Level I AA Students will: EERL.4.3. Identify details from a familiar story.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
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).		Level IV AA Students will: EERL.4.4. Use context to determine a missing word from a sentence.	
		Level III AA Students will: EERL.4.4. Determine meaning of words in context.	
		Level II AA Students will: EERL.4.4. Identify two or more words that are related to one another.	
	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.		Level IV AA Students will: EERL.4.5. Differentiate characteristics of poems and stories.	
		Level III AA Students will: EERL.4.5. Recognize a text as a story or poem.	
	EERL.4.5. Recognize a text as a story or poem.	Level II AA Students will: EERL.4.5. Recognize a poem.	L3/E11
		Level I AA Students will: EERL.4.5. Identify familiar stories or poems.	
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.		Level IV AA Students will: EERL.4.6. Identify the narrator's point of view.	
		Level III AA Students will: EERL.4.6. Identify the narrator of a story.	
	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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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level I AA Students will: EERL.4.6. Identify the narrator in a familiar text with a single character who narrates the entire text.	
Integration of Knowledge and Ideas			
RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.			
		Level IV AA Students will: EERL.4.7. Identify similarities and differences between different representations of a story.	
	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
		Level II AA Students will: EERL.4.7	
		Level I AA Students will: EERL.4.7.	
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.			
		Level IV AA Students will: EERL.4.9. Compare and contrast two stories, myths, or texts from different cultures that address the same topic.	
		Level III AA Students will: EERL.4.9. Compare and contrast two stories, myths, or texts from different cultures.	
		Level II AA Students will: EERL.4.9. Identify a similar event in two stories.	
	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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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.		Level IV AA Students will: EERI.4.1. Refer to details in recounting what the text says without looking back at 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
		Level II AA Students will: EERI.4.1. Recount a portion of the text.	
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.		Level I AA Students will: EERI.4.1. Answer questions about information presented in text.	
		Level IV AA Students will: EERI.4.2. When given a text, generate a representation of the main idea.	
	EERI.4.2. Determine a main idea of a text.	Level III AA Students will: EERI.4.2. Determine a main idea of a text.	
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.		Level II AA Students will: EERI.4.2. Recognize the main idea of a text.	L2/E9 L3/A13
		Level I AA Students will: EERI.4.2. Recognize information related to a text.	
		Level IV AA Students will: EERI.4.3. Use details from a text to predict upcoming events based on cause/effect understanding.	
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
		Level II AA Students will: EERI.4.3. Given part of a text, label the next step.	
		Level I AA Students will: EERI.4.3. Identify a familiar step from the text.	

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
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.		Level IV AA Students will: EERI.4.4. Use context to determine a missing word from a sentence.	
		Level III AA Students will: EERI.4.4. Determine meaning of words in context.	
	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.		Level I AA Students will: EERI.4.4. Given a word, touch or look at a picture, object, or other representation that represents the word.	
		Level IV AA Students will: EERI.4.5. Use the structure of a text to find information about the sequence of events.	
		Level III AA Students will: EERI.4.5. Identify the chronological structure of a text (first, then, next).	
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.4.5. 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
		Level I AA Students will: EERI.4.5. Identify a text that demonstrates chronology.	
		Level IV AA Students will: EERI.4.6. Compare how a firsthand account is different from a secondhand account.	
		Level III AA Students will: EERI.4.6. Identify a firsthand account of an event.	
	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
		Level I AA Students will: EERI.4.6. Respond to a personal account of an event or topic.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
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.		Level IV AA Students will: EERI.4.7. Interpret information presented visually, orally, or quantitatively.	
	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
		Level II AA Students will: EERI.4.7. Identify information presented in a singular format.	
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.		Level I AA Students will: EERI.4.7. Identify information that is presented visually or orally.	
		Level IV AA Students will: EERI.4.8. Recognize how the author uses reasons to support points in a text.	
	EERI.4.8. Identify the author's point.	Level III AA Students will: EERI.4.8. Identify the author's point.	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.		Level II AA Students will: EERI.4.8. With prompts and support, identify from choices a point the author makes.	
		Level I AA Students will: EERI.4.8. With prompts and support, identify the title of a book and tell what the book is about.	
	EERI.4.9. Identify similarities of two resources on the same topic.	Level IV AA Students will: EERI.4.9. Describe the similarities of two resources on the same topic.	
		Level III AA Students will: EERI.4.9. Identify similarities of two resources on the same topic.	
	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
		Level I AA Students will: EERI.4.9. Identify one resource on a favorite topic.	

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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.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

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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			
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		Level IV AA Students will: EERF.4.3.a. Apply letter-sound and word length knowledge to use first letter plus word length plus context to identify unfamiliar words.	
		Level III AA Students will: EERF.4.3.a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.	
		Level II AA Students will: EERF.4.3.a. Identify the sound of the initial letter in familiar words.	
	EERF.4.3. Know and apply phonics and word analysis skills in decoding words. a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.	Level I AA Students will: EERF.4.3.a. Identify a missing word from a sentence presented orally.	L3/A12
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.		Level IV AA Students will: EERF.4.3.b. Decode single-syllable words with complex spelling patterns.	
		Level III AA Students will: EERF.4.3.b. Decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes).	
		Level II AA Students will: EERF.4.3.b. Recognize words that rhyme with single-syllable words with common spelling patterns (rhymes).	
	EERF.4.3.b. Decode single- syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high- frequency rhymes).	Level I AA Students will: EERF.4.3.b. Repeat letter-sounds.	L3/A9

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
Fluency			
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Decode multi-syllable words.			
		Level IV AA Students will: EERF.4.4. Read text comprised of familiar and unfamiliar words with accuracy and understanding.	
	EERF.4.4. Read text comprised of familiar words with accuracy and understanding.	Level III AA Students will: EERF.4.4. Read text comprised of familiar words with accuracy and understanding.	L3/A13
		Level II AA Students will: EERF.4.4. Identify text of familiar words when read to them.	
		Level I AA Students will: EERF.4.4. With guidance and support, identify familiar words or pictures.	

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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.		Level IV AA Students will: EEW.4.1.a. Recall a topic or text and write an opinion about it.	
		Level III AA Students will: EEW.4.1.a. Select a topic or text and write an opinion about it.	
	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
		Level I AA Students will: EEW.4.1.a. Communicate a preference for a text or topic.	
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).		Level IV AA Students will: EEW.4.1.b-c. Write reasons to support an opinion using short phrases or sentence stems.	
		Level III AA Students will: EEW.4.1.b-c. List reasons to support an opinion.	
	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.	L3/A16
		Level I AA Students will: EEW.4.1.b-c. Express agreement or disagreement with an opinion stated by another.	
d. Provide a concluding statement or section related to the opinion presented.	EEW.4.1.d. N/A		N/A

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p>			
		<p>Level IV AA Students will: EEW.4.2.a. Generate a topic and gather related visual, tactual, or multimedia information.</p>	
	<p>EEW.4.2. Write to convey ideas and information clearly.</p> <p>a. Select a topic and related visual, tactual, or multimedia information.</p>	<p>Level III AA Students will: EEW.4.2.a. Select a topic and related visual, tactual, or multimedia information.</p>	L3/S1, L3/S2 L3/S3
		<p>Level II AA Students will: EEW.4.2.a. With guidance and support, select a topic and related visual, tactual, or multimedia information.</p>	
		<p>Level I AA Students will: EEW.4.2.a. With guidance and support, select visual, tactual, or multimedia information that relate to a familiar topic.</p>	
<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>			
		<p>Level IV AA Students will: EEW.4.2.b. Write phrases and sentences that convey facts or details related to the topic.</p>	
	<p>EEW.4.2.b. List words, facts, or details related to the topic.</p>	<p>Level III AA Students will: EEW.4.2.b. List words, facts, or details related to the topic.</p>	L3/A16 L3/F12
		<p>Level II AA Students will: EEW.4.2.b. Select words, facts, or details related to the topic.</p>	
		<p>Level I AA Students will: EEW.4.2.b. With guidance and support, the student identifies symbols that relate to the topic.</p>	
<p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>	<p>EEW.4.2.c. N/A</p>		N/A
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>EEW.4.2.d. N/A</p>		N/A
<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>EEW.4.2.e. N/A</p>		N/A

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
<p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>			
		<p>Level IV AA Students will: EEW.4.3.a. Select an event or personal experience and write about it including three events in sequence.</p>	
		<p>Level III AA Students will: EEW.4.3.a. Write about two events in sequence related to a personal experience.</p>	
	<p>EEW.4.3. Select an event or personal experience and write about it.</p> <p>a. Write about two events in sequence related to a personal experience.</p>	<p>Level II AA Students will: EEW.4.3.a. Write about an event or personal experience.</p>	L3/A16 L2/R8
		<p>Level I AA Students will: EEW.4.3.a. With guidance and support, communicate about an event or personal experience.</p>	
<p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>			
		<p>Level IV AA Students will: EEW.4.3.b. Write about an event or personal experience using describing words and phrases.</p>	
		<p>Level III AA Students will: EEW.4.3.b. List words that describe an event or personal experience to use when writing about it.</p>	
	<p>EEW.4.3.b. List words that describe an event or personal experience to use when writing about it.</p>	<p>Level II AA Students will: EEW.4.3.b. Select words that describe an event or personal experience when writing about it.</p>	L3/A12
		<p>Level I AA Students will: EEW.4.3.b. With guidance and support, select a word that describes himself or herself.</p>	
<p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p>	EEW.4.3.c. N/A		N/A
<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	EEW.4.3.d. N/A		N/A
<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	EEW.4.3.e. N/A		N/A

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
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.)		Level IV AA Students will: EEW.4.4. Produce writing that expresses multiple ideas with a logical organization.	
		Level III AA Students will: EEW.4.4. Produce writing that expresses more than one idea with a logical organization.	
	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
		Level I AA Students will: EEW.4.4. With guidance and support, recognize a first-then sequence.	
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		Level IV AA Students will: EEW.4.5. With materials and peer supports, plan by brainstorming and revise own writing by adding more information.	
		Level III AA Students will: EEW.4.5. With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.	
		Level II AA Students will: EEW.4.5. With guidance and support from adults and peers, brainstorm words to include in own writing.	
	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.		Level IV AA Students will: EEW.4.6. Use technology, including the Internet, to produce and publish writing while interacting and collaborating with others.	

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		Level III AA Students will: EEW.4.6. With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	
	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
		Level I AA Students will: EEW.4.6. With guidance and support from adults, use technology to communicate.	
Research to Build and Present Knowledge			
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.			
		Level IV AA Students will: EEW.4.7. Gather information about a topic from multiple sources for a group research project.	
		Level III AA Students will: EEW.4.7. Gather information about a topic from two or more sources for a group research project.	
	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
		Level I AA Students will: EEW.4.7. With guidance and support, explore one source of information for a group project.	
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.			
		Level IV AA Students will: EEW.4.8. Recall and record information from personal experiences or gather relevant information from print and digital sources, and sort into categories.	
		Level III AA Students will: EEW.4.8. Recall information from personal experiences and sort into provided categories.	
	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
		Level I AA Students will: EEW.4.8. With guidance and support from an adult, select photos, symbols, or other artifacts from personal experiences and use assistive technology to type letters to go with the artifacts.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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].").</p>			
		<p>Level IV AA Students will:</p> <p>EEW.4.9.a. Apply Essential Elements of Grade 4 Reading Standards in depth to literature (e.g., "Use multiple details from text to describe a character in a story.").</p>	
		<p>Level III AA Students will:</p> <p>EEW.4.9.a. Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., "Use details from text to describe a character in a story.").</p>	
	<p>EEW.4.9. Recall information from literary and informational text to support writing.</p> <p>a. Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., "Use details from text to describe a character in a story.").</p>	<p>Level II AA Students will:</p> <p>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.").</p>	L3/A16
		<p>Level I AA Students will:</p> <p>EEW.4.9.a. With guidance and support, participate in writing tasks that follow shared reading of literary text.</p>	
<p>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").</p>			
		<p>Level IV AA Students will:</p> <p>EEW.4.9.b. Apply Essential Elements of Grade 4 Reading Standards in depth to informational text (e.g., "Use multiple details from the text to recount what the text says.").</p>	
		<p>Level III AA Students will:</p> <p>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.").</p>	
	<p>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.").</p>	<p>Level II AA Students will:</p> <p>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.").</p>	L3/A13 L3/A16
Range of Writing			
<p>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.</p>			



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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level IV AA Students will: EEW.4.10. Write routinely with elaboration for a variety of tasks, purposes, and audiences.	
		Level III AA Students will: EEW.4.10. Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook.	
	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
		Level I AA Students will: EEW.4.10. With guidance and support, communicate routinely for a variety of purposes and audiences.	

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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.			
<p>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.</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>Level IV AA Students will: EESL.4.1.a. Initiate conversations about text drawing upon prior knowledge and experience.</p>	
	<p>EESL.4.1.a. Participate in communicative exchanges to communicate directly with peers in multi-turn exchanges.</p> <p>a. Contribute ideas from prior knowledge and experience during discussions about text.</p>	<p>Level III AA Students will: EESL.4.1.a. Contribute ideas from prior knowledge and experience during discussions about text.</p>	L3S3, L3/E12 L3/F6
		<p>Level II AA Students will: EESL.4.1.a. With guidance and support, contribute an idea in discussions from prior experience.</p>	
		<p>Level I AA Students will: EESL.4.1.a. With guidance and support, contribute an idea in a teacher-led discussion.</p>	
<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>			
		<p>Level IV AA Students will: EESL.4.1.b. Take turns in a range of collaborative discussions with others (e.g., one-on-one, large and small groups, and teacher-led).</p>	
	<p>EESL.4.1.b. Take turns in discussions with others.</p>	<p>Level III AA Students will: EESL.4.1.b. Take turns in discussions with others.</p>	L3/E15, L3/S2 L3/P2
		<p>Level II AA Students will: EESL.4.1.b. With guidance and support, take turns in structured discussions with others.</p>	
		<p>Level I AA Students will: EESL.4.1.b. Participate in discussions.</p>	
<p>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.</p>			

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level IV AA Students will: EESL.4.1.c. Ask and answer questions about information presented by others and to clarify points in the discussion.	
		Level III AA Students will: EESL.4.1.c. Ask and answer questions about information presented by 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.		Level I AA Students will: EESL.4.1.c. With guidance and support, answer questions about the topic.	
		Level IV AA Students will: EESL.4.1.d. Identify and respond to the key ideas of the discussion and explain own ideas.	
	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
		Level II AA Students will: EESL.4.1.d. Identify one idea presented in the discussion.	
		Level I AA Students will: EESL.4.1.d. With guidance and support, identify the topic of the discussion.	
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
		Level IV AA Students will: EESL.4.2. Identify the main idea and supporting details of a text presented through diverse media.	
	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
		Level II AA Students will: EESL.4.2. Identify details from a text presented through diverse media.	
		Level I AA Students will: EESL.4.2. With guidance and support, identify the topic of a text presented through diverse media.	
SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.			
		Level IV AA Students will: EESL.4.3. Identify points that the speaker makes.	

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		Level III AA Students will: EESL.4.3. Identify a point that the speaker makes.	L3/E12, L3/E15 L3/S3
		Level II AA Students will: EESL.4.3. With guidance and support, repeat one point a speaker makes.	
		Level I AA Students will: EESL.4.3. Recognize speaker.	
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.			
		Level IV AA Students will: EESL.4.4. Tell a story about a personal experience with descriptive supporting details.	
	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
		Level II AA Students will: EESL.4.4. Recount a personal experience including details.	
		Level I AA Students will: EESL.4.4. Identify a picture, object, or other artifact from a personal experience.	
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.			
		Level IV AA Students will: EESL.4.5. Create a simple presentation about a curriculum-based topic.	
		Level III AA Students will: EESL.4.5. Add audio recordings or visuals to a presentation about a personally relevant topic.	
	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
		Level I AA Students will: EESL.4.5. Select a picture, object, or artifact from an array of options to add to a class-created presentation about a personally relevant topic.	

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<p>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.</p>			
		<p>Level IV AA Students will: EESL.4.6. Use formal and informal language as appropriate.</p>	
	<p>EESL.4.6. Differentiate between communication partners and contexts that call for formal and informal communication.</p>	<p>Level III AA Students will: EESL.4.6. Differentiate between communication partners and contexts that call for formal and informal communication.</p>	<p>L3/S3 L3/E11</p>
		<p>Level II AA Students will: EESL.4.6. Expand upon or clarify informal language when asked to use more formal language.</p>	
		<p>Level I AA Students will: EESL.4.6. Communicate informally with others.</p>	

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

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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
		Level III AA Students will: EEL.4.1.a. Use possessive pronouns.	
		Level II AA Students will: EEL.4.1.a. Locate a picture or object representation related to possessive pronouns.	
		Level I AA Students will: EEL.4.1.a. Indicate possession.	
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).			
		Level IV AA Students will: EEL.4.1.d. Use comparative and superlative adjectives to compare two or more objects or people.	
		Level III AA Students will: EEL.4.1.d. Use comparative and superlative adjectives to describe people or objects.	
	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
		Level I AA Students will: EEL.4.1.d. Recognize objects based on simple descriptions.	
e. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*[sic]			

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
	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
		Level III AA Students will: EEL.4.1.e. Use common prepositions (e.g., to, from, in, out, on, off, by, with).	
		Level II AA Students will: EEL.4.1.e. Demonstrate understanding of common prepositions.	
		Level I AA Students will: EEL.4.1.e. With guidance and support, follow simple directions that include prepositions.	
f. Correctly use frequently confused words (e.g., to, too, two; there, their).*[sic]			
		Level IV AA Students will: EEL.4.1.f. Communicate using complete simple sentences.	
	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
		Level II AA Students will: EEL.4.1.f. Links two or more words together in communication.	
		Level I AA Students will: EEL.4.1.f. Communicates choices.	
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Use correct capitalization.		Level IV AA Students will: EEL.4.2.a. Capitalize the first word in a sentence in own writing.	
		Level III AA Students will: EEL.4.2.a. Capitalize the first word in a sentence.	
	EEL.4.2. Demonstrate capitalization, end punctuation, and spelling when communicating.	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
	a. Capitalize the first word in a sentence.	Level I AA Students will: EEL.4.2.a. With guidance and support, indicate a letter that is capitalized.	
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

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
d. Spell grade- appropriate words correctly, consulting references as needed.			
		Level IV AA Students will: EEL.4.2.d. Spell most words correctly with full phonetic representations of misspelled words.	
		Level III AA Students will: EEL.4.2.d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.	
	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
		Level I AA Students will: EEL.4.2.d. Identify letter names.	
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]			
		Level IV AA Students will: EEL.4.3.a. Use the more specific word to communicate ideas or feelings.	
	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
		Level II AA Students will: EEL.4.3.a. Use words, pictures, or symbols to communicate.	
		Level I AA Students will: EEL.4.3.a. Identify words, pictures, or symbols that communicate emotions.	
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).			
		Level IV AA Students will: EEL.4.3.c. Initiate effective communications with peers and adults.	
	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
		Level II AA Students will: EEL.4.3.c. Communicate with adults.	

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Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant STAR Lessons
		Level I AA Students will: EEL.4.3.c. Use words, pictures, symbols, or sign to communicate.	
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.			
		Level IV AA Students will: EEL.4.4.a. Use context as a clue to provide a word that completes a sentence read aloud by an adult.	
		Level III AA Students will: EEL.4.4.a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.	
		Level II AA Students will: EEL.4.4.a. Use context as a clue to guide selection of a word that completes a familiar sentence read aloud by an adult.	
	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).			
		Level IV AA Students will: EEL.4.4.b. Use the correct version of words, adding the ending as appropriate.	
		Level III AA Students will: EEL.4.4.b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).	
		Level II AA Students will: EEL.4.4.b. Demonstrate an understanding of the plural form of common nouns.	
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

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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.			
		Level IV AA Students will: EEL.4.5.b. Explain the meaning of common idioms and use them appropriately.	
	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
		Level II AA Students will: EEL.4.5.b. Use common phrases.	
		Level I AA Students will: EEL.4.5.b. Understand common phrases.	
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).			
		Level IV AA Students will: EEL.4.5.c. Say words that are opposites.	
	EEL.4.5.c. Demonstrate understanding of opposites.	Level III AA Students will: EEL.4.5.c. Demonstrate understanding of opposites.	L3/E4
		Level II AA Students will: EEL.4.5.c. With guidance and support, demonstrate understanding of opposites.	
		Level I AA Students will: EEL.4.5.c. With guidance and support, identify an opposite.	
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).			
		Level IV AA Students will: EEL.4.6. Use domain-specific words and phrases.	
		Level III AA Students will: EEL.4.6. Use domain-specific words.	



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	EEL.4.6. Use domain- specific words.	Level II AA Students will: EEL.4.6. Match domain-specific words.	L3/A12
		Level I AA Students will: EEL.4.6. Select a domain-specific word.	

References

ELA:

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: Authors.

Math:

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards for Mathematics. Washington, DC: Authors.