

| Conventions of Standard English | |
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| Core Cluster | L.1.1.a-j Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper-and lowercase letters. |
| Essential Elements | EE.L.1.1.a-j Demonstrate emerging understanding of letter and word use. a. Write letters from own name. |
| I Can Learn Level 4 | 4. I can write the letters from my name. |
| I Can Learn Level 3 | 3. I can copy the letters from my name. |
| I Can Learn Level 2 | 2. I can trace the letters from my name. |
| I Can Learn Level 1 | 1. I can attend to the letters in my name. |
| Conventions of Standard English | |
| Core Cluster | L.1.1.b-j b. Use common, proper, and possessive nouns. |
| Essential Elements | EE.L.1.1.b-j b. Use frequently occurring nouns in communication. |
| I Can Learn Level 4 | 4. I can use nouns when I talk or write. |
| I Can Learn Level 3 | 3. I can use nouns I know when I talk or write. |
| I Can Learn Level 2 | 2. I can use nouns with prompting when I talk or write. |
| I Can Learn Level 1 | 1. I can attend to nouns when someone reads to or writes with me. |
| Conventions of Standard English | |
| Core Cluster | L.1.1.c-j c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). |
| Essential Elements | EE.L.1.1.c-j c. Use frequently occurring plural nouns in communication. |
| I Can Learn Level 4 | 4. I can use plural nouns when I talk or write. |
| I Can Learn Level 3 | 3. I can use plural nouns I know when I talk or write. |
| I Can Learn Level 2 | 2. I can use plural nouns with prompting when I talk or write. |
| I Can Learn Level 1 | 1. I can attend to plural nouns when someone reads to or writes with me. |
| Conventions of Standard English | |
| Core Cluster | L.1.1.d-j d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). |
| Essential Elements | EE.L.1.1.d-j d. With guidance and support, use familiar personal pronouns (e.g., <i>I, me, and you</i>). |
| I Can Learn Level 4 | 4. I can use personal pronouns when I talk or write. |
| I Can Learn Level 3 | 3. I can use personal pronouns I know when I talk or write. |
| I Can Learn Level 2 | 2. I can use personal pronouns with prompting when I talk or write. |
| I Can Learn Level 1 | 1. I can attend to personal pronouns when someone reads to or writes with me. |

| Conventions of Standard English | |
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| Core Cluster | L.1.1.e-j e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). |
| Essential Elements | EE.L.1.1.e-j e. Use familiar present tense verbs. |
| I Can Learn Level 4 | 4. I can use present tense verbs when I talk or write. |
| I Can Learn Level 3 | 3. I can use present tense verbs I know when I talk or write. |
| I Can Learn Level 2 | 2. I can use present tense verbs with prompting when I talk or write. |
| I Can Learn Level 1 | 1. I can attend to present tense verbs when someone reads to or writes with me. |
| Conventions of Standard English | |
| Core Cluster | L.1.1.f-j f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). |
| Essential Elements | EE.L.1.1.f-j f. With guidance and support, use familiar frequently occurring adjectives (e.g., <i>big, hot</i>) g. Not applicable h. Not applicable |
| I Can Learn Level 4 | 4. I can use adjectives when I talk or write. |
| I Can Learn Level 3 | 3. I can use adjectives I know when I talk or write. |
| I Can Learn Level 2 | 2. I can use adjectives with prompting when I talk or write. |
| I Can Learn Level 1 | 1. I can attend to adjectives when someone reads to or writes with me. |
| Conventions of Standard English | |
| Core Cluster | L.1.1.i-j i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). |
| Essential Elements | EE.L.1.1.i-j i. With guidance and support, use common prepositions (e.g., <i>on, off, in, out</i>). |
| I Can Learn Level 4 | 4. I can use simple prepositions when I talk or write. |
| I Can Learn Level 3 | 3. I can use simple prepositions I know when I talk or write. |
| I Can Learn Level 2 | 2. I can use simple prepositions with prompting when I talk or write. |
| I Can Learn Level 1 | 1. I can attend to simple prepositions when someone reads to or writes with me. |
| Conventions of Standard English | |
| Core Cluster | L.1.1.j j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| Essential Elements | EE.L.1.1.j j. With guidance and support, use simple question words (interrogatives) (e.g., <i>who, what</i>). |
| I Can Learn Level 4 | 4. I can use simple question words when I talk or write. |
| I Can Learn Level 3 | 3. I can use simple question words I know when I talk or write. |
| I Can Learn Level 2 | 2. I can use simple question words with prompting when I talk or write. |
| I Can Learn Level 1 | 1. I can attend to simple question words when someone reads to or writes with me. |

| Conventions of Standard English | |
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| Core Cluster | L.1.2.a-e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and name of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. |
| Essential Elements | EE.L.1.2.a-e Demonstrate emerging understanding of conventions of standard English. a. Not applicable b. With guidance and support during shared writing, put a period at the end of a sentence. c. Not applicable |
| I Can Learn Level 4 | 4. I can put a period at the end of a sentence during shared writing. |
| I Can Learn Level 3 | 3. I can put a period at the end of a sentence during shared writing when given a model. |
| I Can Learn Level 2 | 2. I can put a period at the end of a sentence during shared writing when given a model and a prompt. |
| I Can Learn Level 1 | 1. I can attend to a period put at the end of a sentence during shared writing. |
| Conventions of Standard English | |
| Core Cluster | L.1.2.d-e d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| Essential Elements | EE.L.1.2.d-e d. With guidance and support, use letters to create words. |
| I Can Learn Level 4 | 4. I can use letters to create words. |
| I Can Learn Level 3 | 3. I can use given letters to create three letter words. |
| I Can Learn Level 2 | 2. I can use given letters to match three letter words that are shown to me. |
| I Can Learn Level 1 | 1. I can attend to letters in words. |
| Conventions of Standard English | |
| Core Cluster | L.1.2.e e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| Essential Elements | EE.L.1.2.e e. With guidance and support during shared writing, identify the letters that represent sounds needed to spell words. |
| I Can Learn Level 4 | 4. I can name letters needed to spell words when given their sounds. |
| I Can Learn Level 3 | 3. I can name letters needed to spell three letter words when given sounds. |
| I Can Learn Level 2 | 2. I can pick the letters that go with the sound when given choices. |
| I Can Learn Level 1 | 1. I can attend to letters and their sounds. |
| Conventions of Standard English | |
| Core Cluster | L.1.3 (Begins in grade 2) |
| Essential Elements | EE.L.1.3 (Begins in grade 2) |

| Vocabulary Acquisition and Use | |
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| Core Cluster | L.1.4.a-c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). |
| Essential Elements | EE.L.1.4.a-c Demonstrate emerging knowledge of word meanings. a. Demonstrate understanding of words used in every day routines. b. Not applicable c. Not applicable |
| I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1 | 4. I can respond to words in my everyday routine. 3. I can respond to words I know with a model in my everyday routine. 2. I can respond to words I know with a model and a prompt in my everyday routine. 1. I can attend to words I know in my everyday routine. |
| Vocabulary Acquisition and Use | |
| Core Cluster | L.1.5.a-d With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent. |
| Essential Elements | EE.L.1.5.a-d Demonstrate emerging understanding of word relationships. a. With guidance and support, sort common objects into familiar categories. |
| I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1 | 4. I can sort objects I know into groups. 3. I can sort objects I know into three groups. 2. I can sort objects I know into two groups. 1. I can attend to objects in groups I know. |
| Vocabulary Acquisition and Use | |
| Core Cluster | L.1.5.b-d b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). |
| Essential Elements | EE.L.1.5.b-d b. With guidance and support, identify attributes of familiar words. |
| I Can Learn Level 4 I Can Learn Level 3 I Can Learn Level 2 I Can Learn Level 1 | 4. I can name things that describe a familiar word. 3. I can name two things that describe a familiar word. 2. I can name one thing that describes a familiar word. 1. I can attend to words that describe a familiar word. |

| Vocabulary Acquisition and Use | |
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| Core Cluster | L.1.5.c-d c. Identify real-life connections between words and their use (e.g., <i>note places at home that are cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. |
| Essential Elements | EE.L.1.5.c-d c. With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use. d. Not applicable |
| I Can Learn Level 4 | 4. I can use words to talk or write about things in my life. |
| I Can Learn Level 3 | 3. I can use words to talk or write about things in my life when given a model. |
| I Can Learn Level 2 | 2. I can use words to talk or write about things in my life when given a model and prompts. |
| I Can Learn Level 1 | 1. I can attend to others talk or write about things in my life. |
| Vocabulary Acquisition and Use | |
| Core Cluster | L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). |
| Essential Elements | EE.L.1.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities. |
| I Can Learn Level 4 | 4. I can use words that I learned from talking, being read to, or during shared reading. |
| I Can Learn Level 3 | 3. I can use words that I learned from talking, being read to, or during shared reading when given a model. |
| I Can Learn Level 2 | 2. I can use words that I learned from talking, being read to, or during shared reading when given a model and prompts. |
| I Can Learn Level 1 | 1. I can attend to words that I learned from talking, being read to, or during shared reading. |