

1. Listening

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic directions, including multiple-meaning words and idioms, with simplified speech, repetition, and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, including multiple-meaning words and idioms, with repetition, visual, and/or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms, within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary including multiple-meaning words and idioms within most everyday conversations and academic instruction, with visual or non-verbal support.	1. Demonstrate comprehension of grade-level vocabulary, including multiple-meaning words and idioms, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, when supported by simplified speech, repetition, and visual or non-verbal clues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, with repetition, visual and/or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial, and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial, and final positions.
4. Distinguish intonation patterns in familiar questions and statements.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and statements.	4. Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	4. Distinguish intonation patterns that affect meaning in questions, statements, exclamations, and commands.	4. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.

1. Listening

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled one-step directions, with visual and/or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, with simplified speech, repetition, and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled multi-step directions, with repetition and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing multi-step directions, with visual or non-verbal support.	5. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes, with minimal support.
6. Respond appropriately to short, simply-phrased questions about familiar topics, with support.	6. Respond appropriately to grade-level questions that contain simple language structures, with support.	6. Respond appropriately to a variety of factual and inferential grade-level questions that have simple language structures, with support.	6. Respond appropriately to grade-level questions that contain complex language structures, with occasional support.	6. Respond appropriately to lengthy questions that contain grade-level vocabulary and language structures, with minimal support.
Comprehension of Information Presented Orally				
7. Demonstrate listening comprehension of content-related vocabulary about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions				
8. Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact, and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately, with support.	8. Demonstrate active listening strategies in social and grade-level academic settings by asking on-topic questions, with support.	8. Demonstrate active listening strategies in social and grade-level academic settings by asking on-topic questions, with occasional support.	8. Demonstrate active listening strategies by attending to the speaker and responding appropriately to deepen understanding, with minimal support.

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic concrete grade-level content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete grade-level content-specific vocabulary within simple questions and statements, supported by repetition, visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use grade-level content-specific vocabulary within academic discussions, with occasional support.	1. Use grade-level content-specific, vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions, with occasional support.	2. Use general academic vocabulary within academic discussions, with minimal support.
3. Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within simple questions and statements, supported by visual, non-verbal and text support.	3. Use general vocabulary terms from all parts of speech within scaffolded interpersonal discussions, with visual, non-verbal and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Repeat correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal support.	4. Use correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal support.	4. Use correct word order in simple statements and questions, with visual and/or non-verbal support.	4. Use correct word order in simple statements and questions, with occasional support.	4. Use correct word order in varied simple statements and questions, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with visual support.	5. Use subject-verb agreement in simple statements and questions, with visual support.	5. Use simple sentences and questions with subject-verb agreement, with support.	5. Use sentences with subject-verb agreement, with occasional support.	5. Use subject-verb agreement and personal noun and pronoun agreement, with minimal support.
6. Use noun-pronoun agreement in simple statements, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with support.	6. Use sentences with noun-pronoun agreement, with occasional support.	6. Use personal noun and pronoun agreement, with minimal support.
7. Use present progressive tense of common verbs within short phrases, highly patterned statements, and learned questions, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present and future events, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present, past, and future events, with modeling and visual support.	7. Use verb tenses to indicate present, past, and future vents, with occasional support.	7. Use verb tenses to indicate present, past, and future events, with minimal support.
Pronunciation, Intonation				
8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and occasional support.	8. Speak clearly enough to be heard and understood in a variety of settings, using verbal and non-verbal techniques useful in communication, with minimal support.

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas using simple modeled sentences, with support such as props and visual cues.	9. Express personal information and ideas using sentences that include details, with support such as sentence frames and modeled presentations.	9. Express personal information and ideas in a variety of situations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings using words, with support such as modeled vocabulary, props, and visual cues.	10. Express opinions and feelings using words, phrases, and memorized patterns, with support such as modeling, props, and visual cues.	10. Express opinions and feelings using simple modeled sentences, with support such as props and visual cues.	10. Express opinions and feelings using sentences that include reasons and/or details, with support such as sentence stems, sentence frames, and visual cues.	10. Express opinions and feelings using sentences that include reasons and/or details, with minimal support.
11. Express needs and wants using words, with support such as modeled language, props, and visual cues.	11. Express needs and wants using words, phrases, and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants using simple modeled sentences, with support such as props and visual cues.	11. Express needs and wants using sentences and providing details, with support such as sentence stems, sentence frames, and visual cues.	11. Express needs and wants in a variety of situations providing reasons and/or details, and using verbal and non-verbal techniques, with minimal support.

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain grade-level academic procedures, using gestures, pictures, single words, and modeled phrases.	12. Explain grade-level academic procedures, using short phrases.	12. Explain grade-level two-step academic procedures, using simple sentences.	12. Explain grade-level multi-step academic procedures, using simple sentences.	12. Explain multi-step academic procedures, using grade-level language and structures, with minimal support.
13. Retell events, stories, and experiences, using gestures, pictures, single words, and modeled phrases.	13. Retell events, stories, and experiences, using short phrases and modeled simple sentences, with support.	13. Retell events, stories, and experiences, using simple sentences, with support.	13. Retell the main idea and details of events, stories, and experiences, using simple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences, using grade-level language and structures, with minimal support.
14. Describe attributes of people, places, and things, using gestures, pictures, and basic adjectives.	14. Describe and compare attributes of people, places, and things, using adjectives in phrases and modeled simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with occasional support.	14. Describe and compare attributes and characteristics of people, places, and things, using grade-level language and structures, with minimal support.
15. Express predictions of future events, using gestures, pictures, single words, and modeled phrases.	15. Express predictions and future events, using phrases and modeled simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with occasional support.	15. Express predictions, probability, and future events, using grade-level language and structures, with minimal support.
16. Express cause-effect relationships, using gestures, pictures, single words, and modeled phrases.	16. Express cause-effect relationships, using phrases and modeled simple sentences, including because, with support.	16. Express cause-effect relationships, using simple sentences, including because and if/then statements, with support.	16. Express cause-effect relationships, using simple sentences, including because and if/then statements, with occasional support.	16. Express cause-effect relationships, using appropriate signal words, with minimal support.

2. Speaking

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including appropriate register, to participate in grade-level academic discourse and large-group discussions.	17. Use organization and delivery strategies to participate in conversations and grade-level academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain information and clarify academic content.	18. Ask questions to gain information and clarify academic content.	18. Ask a variety of questions to gain information and clarify academic content.

3. Reading

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Identify some uppercase and lowercase letters, with support.	1. Identify all uppercase and lowercase letters, with minimal support.	1. Maintain mastery of skill.	1. Maintain mastery of skill.	1. Maintain mastery of skill.
2. Identify initial consonant sounds, with support.	2. Identify initial and final consonant sounds, with support.	2. Identify initial and final consonant sounds, blends, and short vowels, with support.	2. Identify letter sounds including long vowel sounds in one-syllable words, with occasional support.	2. Identify letter sounds including digraphs and r-controlled vowels in one-syllable words, with minimal support.
3. Repeat rhyming words, with support.	3. Identify rhyming words, with support.	3. Identify rhyming words in text, with support.	3. Identify rhyme and alliteration in text, with support.	3. Identify rhyme and alliteration in text, with minimal support.
4. Read some high-frequency grade-level words, including students' first and last names, with support.	4. Read some high-frequency grade-level words in isolation, with support.	4. Read some high-frequency grade-level words in a sentence, with support.	4. Read high-frequency grade-level words in a sentence, with occasional support.	4. Read high-frequency grade-level words within text, using minimal support.
Vocabulary and Symbols				
5. Determine the meaning of environmental print by examining illustrations, with support.	5. Read signs, labels, and environmental print, with support.	5. Use text and illustrations to identify meaning of unknown words with support.	5. Determine the meaning of vocabulary by listening to and re-reading a variety of texts, using context clues, and examining illustrations, with occasional support.	5. Determine the meaning of grade-level vocabulary by listening to and re-reading a variety of texts, using context clues, and examining illustrations, with minimal support.
6. Identify common names and labels with support of pictures, gestures, actions, and modeling.	6. Identify and sort pictures of common words into basic categories such as colors, numbers, and letters with modeling.	6. Sort grade-appropriate words with or without pictures into categories, with modeling.	6. Identify antonyms and synonyms, with support of pictures, picture dictionaries, and modeling.	6. Demonstrate ability to use word relationships and categories to determine the meaning of grade-level vocabulary, with support.
7. Use word structure to determine meanings of words, including the plural -s, with support.	7. Use word structure to determine meanings of words, including inflectional endings, with support.	7. Use word structure to determine meanings of words, including compound words, with support.	7. Use word structure to determine meanings of words, including contractions, with support.	7. Use word structure to determine meanings of words, including contractions, inflectional endings, and compound nouns, with minimal support.

3. Reading

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
8. Identify a topic in informational texts, with support.	8. Identify a topic and a detail in informational texts, with support.	8. Identify the topic and supporting details in informational texts, with support.	8. Identify the main idea and supporting details in informational texts, with occasional support.	8. Determine the main idea and supporting details in informational texts, with minimal support.
9. Identify the character and setting of a familiar story, with support.	9. Identify elements of literary texts including characters, sequence of events, and setting of a familiar story, with support.	9. Identify and explain elements of literary texts including characters, setting, and problem and resolution, with support.	9. Identify and explain elements of literary texts including character, setting, problem and resolution, with occasional support.	9. Use elements of literary texts including characters, setting, problem, resolution and sequence of events to retell a literary text, with minimal support.
Fluency				
10. Demonstrate understanding of basic concepts or print including identifying the parts of a book, with support.	10. Demonstrate understanding of directionality of print by pointing to words (tracking) while reading, with support.	10. Read words fluently by accurately decoding at a consistent rate, with support.	10. Begins to read sentences fluently by accurately decoding words at an increasing rate, using occasional support.	10. Begins to read fluently by accurately decoding words within short passages at a reasonable rate, with minimal support.
11. Use periods to guide expression, with support.	11. Use end punctuation to guide expression, with support.	11. Use end punctuation and commas to guide expression, with support.	11. Use punctuation, including quotation marks, to guide expression, with occasional support.	11. Use all grade-appropriate punctuation to guide expression, with minimal support.

3. Reading

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
12. Prepare for reading, including making connections by examining the text and illustrations, using modeled sentence frames.	12. Prepare for reading, including making connections to the text from prior knowledge and making predictions, with support.	12. Prepare for reading, including sharing prior knowledge, asking questions, and making predictions, with support.	12. Prepare for reading, including sharing prior knowledge, asking questions, and making predictions, with occasional support.	12. Prepare for reading including activating prior knowledge, making predictions, and setting a purpose for reading, with minimal support.
13. During reading, demonstrate comprehension of text, including illustrating to recall understanding, with support.	13. During reading, demonstrate understanding of text, including re-reading sentences when meaning is not clear, with support.	13. During reading, demonstrate understanding of text, including sharing ideas from the text and asking relevant questions, with support.	13. During reading, demonstrate understanding of text including recalling and discussing understanding, with occasional support.	13. During reading, demonstrate understanding of text, including making, confirming, or adjusting predictions, with minimal support.
14. Use text features, including illustrations, photographs, numbered steps, and labels, to make meaning from text, with support.	14. Use text features, including illustrations, photographs, captions, numbered steps, and labels, to make meaning from text, with support.	14. Use text features, including illustrations, photographs, captions, numbered steps, labels, and diagrams, to make meaning from text, with support.	14. Use text features, including illustrations, photographs, captions, numbered steps, labels, diagrams, graphs, and charts, to make meaning from text, with occasional support.	14. Identify and use text features to facilitate understanding of texts, with minimal support.
15. After reading, demonstrate understanding of the text, including responding to the text by drawing, speaking, dramatizing, or writing, with support.	15. After reading, demonstrate understanding of the text, including answering simple questions, with support.	15. After reading, demonstrate understanding of the text, including describing what the text is about, with support.	15. After reading, demonstrate understanding of the text, including describing details and what is directly stated in the text, with support.	15. After reading, demonstrate understanding of the text, including retelling a story or summarizing a text, with support.

4. Writing

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use concrete grade-level nouns and subject pronouns by drawing and labeling, with support.	1. Use concrete grade-level singular and plural nouns and subject pronouns in phrases and sentence frames, with support.	1. Use grade-level vocabulary including possessive pronouns in short sentences, with support.	1. Use grade-level vocabulary including demonstrative pronouns in sentences, with occasional support.	1. Use grade-level vocabulary including nouns and pronouns, with minimal support.
2. Identify verbs to express action by drawing and labeling, with support.	2. Identify verbs to express action or state of being by drawing and labeling, with support.	2. Identify verbs and helping verbs in phrases and sentences, with support.	2. Use grade-level verbs and helping verbs in short sentences, with occasional support.	2. Use grade-level verbs and helping verbs in sentences, with minimal support.
3. Use basic words to indicate time, sequence, and location by labeling picture stories, with support.	3. Use basic words to indicate time, sequence, and location in phrases and sentence frames, with support.	3. Use grade-level words to indicate direction, time, sequence, and location in sentences, with support.	3. Use grade-level words to indicate direction, time, sequence, and location, with occasional support.	3. Use grade-level words to indicate direction, time, sequence, and location in short paragraphs, with minimal support.
Grammar				
4. Choose correct word order in modeled short phrases and highly patterned statements, with support.	4. Choose correct word order in modeled simple statements, with support.	4. Use correct word order in simple statements, with support.	4. Use correct word order in simple statements, with occasional support.	4. Compose simple sentences using correct word order, with minimal support.
5. Choose correct word order in modeled simple questions, with support.	5. Choose correct word order in simple questions, with support.	5. Use correct word order in simple questions, with support.	5. Use correct word order in simple questions, with occasional support.	5. Compose simple questions using correct word order, with minimal support.
6. Use subject-verb agreement in highly patterned simple statements, with support.	6. Use subject-verb agreement in simple statements, with support.	6. Use subject-verb agreement in simple sentences, with support.	6. Use subject-verb agreement to compose sentences and questions, with occasional support.	6. Use subject-verb agreement consistently in sentences and questions, with minimal support.
7. Use noun-pronoun agreement in highly patterned simple statements, with support.	7. Use noun-pronoun agreement in simple statements, with support.	7. Use noun-pronoun agreement in simple sentences and questions, with support.	7. Use noun-pronoun agreement to compose sentences and questions, with occasional support.	7. Use noun-pronoun agreement consistently in sentences and questions, with minimal support.
8. Use verb tenses to indicate present events in highly patterned simple statements, with support.	8. Use verb tenses to indicate present, past, and future events in phrases, with support.	8. Use verb tenses to indicate present, past, and future events in sentence stems and sentence frames, with support.	8. Use verb tenses to indicate present, past, and future events in sentences, with occasional support.	8. Use verb tenses to indicate present, past, and future events in several connected sentences, with minimal support.

4. Writing

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
9. Use grade-level punctuation, including periods at the end of sentences, with the support.	9. Use end punctuation, including periods and question marks, with support.	9. Use end punctuation, with support.	9. Use end punctuation, with occasional support.	9. Consistently use end punctuation, with minimal support.
10. Use capital letters to begin sentences, with support.	10. Use grade-level capitalization, including capital letters to begin sentences, with support.	10. Use grade-level capitalization, with support.	10. Use grade-level capitalization, with occasional support.	10. Use grade-level capitalization, with minimal support.
11. Spell first and last names correctly and use letters to represent phonemes in words, with support.	11. Spell first and last names and phonetically regular high-frequency words, with support.	11. Spell grade-level high-frequency words and pattern words, with support.	11. Spell grade-level high-frequency words, pattern words, and words with simple inflectional endings, with occasional support.	11. Apply conventional spelling in written language, including spelling high-frequency words, words that follow regular spelling patterns, and words with simple inflectional endings, with minimal support.
Personal Information				
12. Write to express personal information and ideas using drawings, symbols, letters, or words, with support.	12. Write to express personal information and ideas using drawings, symbols, letters, or words, with support.	12. Write to express personal information and ideas using drawings, symbols, letters, words, and sentences, with support.	12. Write to express personal information and ideas using words and sentences, with occasional support.	12. Write to express personal ideas using drawings, symbols, letters, words, and sentences, with minimal support.
13. Write to express opinions and feelings using drawings, symbols, letters, or words, with support.	13. Dictate, draw, or write to express opinions and feelings, with support.	13. Write to express opinions and feelings using drawings, symbols, letters, words, and sentences, with support.	13. Write to express opinions and feelings, including writing a response to text using words and sentences, with occasional support.	13. Write to express opinions and feelings, including writing a response to text using words and sentences, with minimal support.

4. Writing

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
14. Write to explain familiar routines or procedures, using pictures, words, and modeled phrases, with support.	14. Write to explain familiar routines or procedures, using pictures, words, and/or short phrases, with support.	14. Write to explain academic procedures, using pictures, words, phrases, and simple guided sentences, with support.	14. Write to explain academic procedures, using words, phrases, and simple sentences with detail, with occasional support.	14. Write to explain academic procedures, using details in sentences, with minimal support.
15. Write to retell events, stories, and experiences, using pictures, words, and modeled phrases, with support.	15. Write to retell events, stories, and experiences, using pictures, words, and short phrases, with support.	15. Write to retell events, stories, and experiences, using pictures, words, phrases, and simple guided sentences, with support.	15. Write to retell events, stories, and experiences, using pictures, phrases, and sentences, with occasional support.	15. Write to retell events, stories, and experiences in connected sentences, with minimal support.
16. Write to describe attributes of people, places, and things, using pictures, words, and modeled phrases, with support.	16. Write to describe and compare attributes of people, places, and things, using pictures, and words in short phrases, with support.	16. Write to describe and compare attributes and characteristics of people, places, and things, using pictures, and words in phrases and simple guided sentences, with support.	16. Write to describe and compare attributes and characteristics of people, places, and things, using pictures and words in phrases and sentences, with occasional support.	16. Use descriptive words and other details to expand and improve writing, with minimal support.
17. Write to express predictions and future events, using pictures, words, and modeled phrases, with support.	17. Write to express predictions and future events, using pictures, words, and/or short phrases, with support.	17. Write to express predictions and future events, using pictures, words, phrases, and simple guided sentences, with support.	17. Write to express predictions, probability, and future events, using pictures, phrases, and sentences, with occasional support.	17. Write to express predictions, probability, and future events in sentences, with minimal support.
18. Write to explain cause-effect relationships, using pictures, words, and modeled phrases, with support.	18. Write to explain cause-effect relationships, using pictures, words, and/or short phrases, with support.	18. Write to explain cause-effect relationships, using pictures, words, phrases, and simple guided sentences, with support.	18. Write to explain cause-effect relationships using phrases and sentences, including signal words, with occasional support.	18. Write to explain cause-effect relationships in connected sentences, including signal words and phrases, with minimal support.