

Vertical Progression:

Kindergarten	L K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text.
1st Grade	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>).
2nd Grade	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., <i>When other kids are happy, that makes me happy</i>).

Students will demonstrate command of the Standard by:

- Increasing vocabulary to reflect a growing range of interests and knowledge
- Listening to a variety of texts and use new vocabulary in oral language
- Using new words learned from conversations or texts in conversations
- Acquiring and using words accurately
- Using general academic and domain-specific words
- Retelling what was read, using the key vocabulary
- Asking questions about difficult events
- Discussing with a partner the events in the story and how the problem was solved
- Using words and phrases, including conjunctions, acquired through conversations, reading, being read to and responding the texts
- Using grade-level words with multiple meanings appropriately

Vocabulary:

- | | | |
|-----------------|-----------------|-----------|
| • Conjunctions | • Important | • Words |
| • Conversations | • Problem | • Phrases |
| • Details | • Relationships | |
| • Differently | • Retell | |
| • Event | • Solution | |

Question Stems:

- Can you retell the story in your own words and add details?
- What was the most important event in the story? Why?
- Was there a problem? If so, how was the problem solved.
- What caused the problem?
- What was the solution?
- What great ideas did you read about?
- What interesting words or phrases did you hear when reading, being read to, and responding to texts?

Sample Instructional/Assessment Tasks:

- 1) Select words to teach explicitly from a read-aloud or shared text, which the students are familiar with. For each word selected, locate and read the sentence that includes the word, state what the word means in student-friendly words, and use the word in a sentence. Then invite the students to do the same in their own words.
- 2) Encourage students to keep track of words they find interesting or puzzling by using sticky notes or writing the words in a notebook.
- 3) When beginning a new unit, identify key domain-specific words that are likely to arise multiple times throughout the text. List the words and discuss with students.
- 4) Encourage students to use words from the word wall in their conversations with peers and writing, providing praise or incentives when used.