Vertical Progression:

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., *because*).
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., *When other kids are happy, that makes me happy).*
3rd grade	**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*).
4th grade	**L.4.6** Acquire and use accurately grade-appropriate conversational, 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, conversation,* and *endangered* when discussing animal preservation).

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 words and phrases, including words that signal spatial and temporal relationships, acquired through conversations, reading, being read to and responding the texts
- Using grade-level conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- Examining author's purpose in word choice and be aware of your own

Vocabulary:

- Actions
- Emotions
- General
- Precise
- Shades of meaning
- Specific

Question Stems:

- Can you think of a better word to use here?
- What would be a more precise word?
- What word would best describe _____?
- Can you replace a word in this sentence with another word that is more precise or specific?
- What adjectives and adverbs can you use to describe people, things, and events?
- What interesting words or phrases did you encounter when you read or were being read to?
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Sample Instructional/Assessment Tasks:

1) Select words to teach explicitly from a read-aloud or share 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 independently use the words and phrases they have acquired through conversations, reading, being read to, and responding to text as they communicate orally and in writing. Have students refer to their vocabulary journals, class word walls, etc., for word choices when writing.