

Vertical Progression:

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>).
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. <i>After dinner that night we went looking for them</i>).
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., <i>quizzed whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conversation, and endangered</i> when discussing animal preservation).
5th grade	L.5.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).

Students will demonstrate command of the Standard by:

- Acquiring and using grade level words and phrases consistently
- Using precise language to describe an action, emotion, or state of being
- Demonstrating use of multiple meaning words in different contexts correctly and consistently
- Proactively seeking to learn new words when reading
- Using new words in conversations and writing
- Exhibiting knowledge of the foundations of grammar
- Reading a variety of texts and incorporating new words and phrases into oral and written language

Vocabulary:

- Academic
- Actions
- Context
- Domain-specific
- General
- Precise
- Prefix
- Root
- Specific
- Vocabulary

Question Stems:

- What word would best describe _____?
- What heading would best describe these words?
- Can you restate this using more precise words?
- Can you tell me more about that?
- Why would the author use this word rather than that word?
- Have you discovered any new and interesting words?
- What words might be important to use when writing or speaking about _____? (a particular topic)
- Have you used a thesaurus to find another way to say that?

Sample Instructional/Assessment Tasks:

- 1) Have students keep a record of new words or words they particularly like. Words that are collected by the class can be used.
- 2) Expose students to a wide variety of words, both formal and informal, incorporating some kind of explicit vocabulary instruction into lessons whenever possible.
- 3) Look for evidence of grade-appropriate general academic and domain-specific words when writing or speaking about characters, events, stories or topics.