

3<sup>rd</sup> Nine Weeks

Common Core State Standards for ELA (Outcome Based)	“I Can” Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
<p><b><u>Reading Standards for Literature</u></b></p> <p><b>Key Ideas and details</b></p> <p>1. Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>• I can discuss important parts of the story.*</li> <li>• I can ask a question about important details in a text.</li> <li>• I can answer a question about important details in a text.</li> <li>• I can make a text to text connection about what I am reading.</li> <li>• I can make a text to self connection about what I am reading.</li> <li>• I can make a text to world connection about what I am reading.</li> </ul>	<p>Story Maps K-W-L Charts Stories Resource Binder – Setting Resource Binder - Explicit Information Resource Binder</p>	<p>Key details Text</p>	
<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<ul style="list-style-type: none"> <li>• I can tell why the author wrote the story.*</li> <li>• I can tell in my own words what happened in the story. Text difficulty will increase each nine weeks.*</li> <li>• I can identify (say name) the main idea of the story.*</li> <li>• I can tell what</li> </ul>			

	<p>happened in the beginning, middle, and end of the story.</p> <ul style="list-style-type: none"> <li>• I can tell the difference between beginning, middle, and end of a story.</li> <li>• I can read between the lines (infer).</li> </ul>			
<p>3. Describe characters, settings, and major events in a story, using key details.</p>	<ul style="list-style-type: none"> <li>• I can identify the characters in the story.</li> <li>• I can tell where the story takes place.</li> <li>• I can describe where the story takes place.</li> <li>• I can describe, in my own words, the important events in the story. *</li> <li>• I can discuss details in the story.*</li> <li>• I can ask who, what, when, where, how and why of a story.</li> <li>• I can understand the plot, problem, and solution.</li> </ul>	<p>Story maps Suggested Texts <i>"The Cow Who Wouldn't Come Down"</i></p>	<p>Character Setting Story Major events Key details</p>	
<p><b>Craft Structure</b></p> <p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<ul style="list-style-type: none"> <li>• I can find a phrase. *</li> <li>• I can identify the following kinds (genre) of text (story, poems, nursery rhymes, Informational text, Realistic Fiction. (Prior to this</li> </ul>	<p>Nursery rhymes Taste test Hands-on activities Blind fold game Flip book Suggested Text – <i>Alexander and the Horrible, No Good Very Bad Day</i> (Drawing Conclusions)</p>	<p>Identify Phrases Stories Poems Feelings Appeal Senses</p>	

	<p>statement, ensure students understand the difference between a story and a poem).</p> <ul style="list-style-type: none"> <li>• I can tell the difference between a story and a poem.</li> <li>• I can give an example of each of the 5 senses (touch, taste, etc).</li> <li>• I can tell in my own words how a story and poem relates to the five senses.*</li> <li>• I can read a poem and explain how it makes me feel.</li> <li>• I can read a story and explain in my own words how it makes me feel.*</li> </ul>	<p><a href="http://www.commoncore.org">www.commoncore.org</a></p>		
<p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<ul style="list-style-type: none"> <li>• I can explain the different types of texts (fables &amp; folktales).*</li> <li>• I can explain the difference between realistic fiction and fantasy. *</li> <li>• I can compare and contrast the difference between fantasy and realistic fiction.</li> <li>• I can classify familiar text into the</li> </ul>	<p>Venn Diagram Story Maps</p>	<p>Fiction Non-Fiction Realism Fantasy Range Major Differences Drawing Text Types</p>	

	appropriate genre (what kind) story books, poems, nursery rhymes, informational text (nonfiction) Realistic Fiction *]			
6. Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <li>I can identify the meaning of said, replied, asked, etc. *</li> <li>I can tell who narrates the story. *</li> <li>I can identify who is telling the story at the beginning, middle, and end if the story (different times in the story).</li> </ul>	Story Maps	Identify Various Points Text	
<b>Integration of Knowledge and Ideas</b> 7. Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> <li>I can show specific parts in a story to describe the character, place, and events.*</li> </ul>	Story maps	Illustrations Details Characters Setting Describe	
9. Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>I can identify what happens to each character in the story, poem, etc. (where it applies).*</li> <li>I can tell the similarities between characters' adventures and experiences in the story, poem, etc. *</li> </ul>			

	<ul style="list-style-type: none"> <li>I can tell the differences between characters' adventures and experiences in the story, poem, etc. *</li> </ul>			
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<ul style="list-style-type: none"> <li>With prompting and support:</li> <li>I can identify and <b>read</b> prose approaching Lexile level of 450.*</li> <li>I can identify and <b>read</b> poetry approaching Lexile level of 450. *</li> </ul>			
<p><b><u>Reading Standards for Informational Text</u></b></p> <p><b>Key Ideas and Details</b></p> <p>1. Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>I can answer who and what the text is about.</li> <li>I can answer when and where the text happens. *</li> <li>I can answer why and how the events in the text take place.</li> <li>I can ask who and what the text is about.</li> <li>I can ask when and where the text happens.</li> <li>I can ask why and how the events in the text take place.*</li> <li>I can ask questions about what I'm reading.*</li> </ul>	<p>Oral discussion Group time Color code Resource Binder</p>	<p>Key details</p>	

2. Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>• I can tell what the book is about, by looking at the cover of the book.</li> <li>• I can tell you what the article/text is about including key details.*</li> <li>• I can tell you what happened first, second, etc. in the article/text. *</li> <li>• I can read between the lines.</li> <li>• I can identify the main idea of a paragraph/text.</li> <li>• I can write phrases that describe and or relate to a specific category.</li> </ul>	Model Real life examples Resource Binder	Main Topic Identify	
3. Describe the connection between two individual, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>• I can give an example of how two individuals, events, ideas, or pieces of information in a text are alike in a text.</li> <li>• I can compare two individuals, events, ideas, or pieces of information in a text</li> </ul>	Venn Diagram	Describe Connection Individuals Pieces Events	

	by telling how they are the same.			
<p><b>Craft and Structure</b></p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<ul style="list-style-type: none"> <li>• I can answer questions to help figure out what a word or group of words means in a text.*</li> <li>• I can ask questions to figure out what a word or group of words mean in a text. *</li> <li>• I can learn the meaning of words I do not know. *</li> </ul>	<p>Pictures Student Dictionary <a href="http://WWW.commoncore.org">WWW.commoncore.org</a></p>	<p>Questions Determine Clarify Meaning of Word</p>	
<p>5. Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<ul style="list-style-type: none"> <li>• I can understand ABC order.*</li> <li>• I can find the table of contents in a text.</li> <li>• I can find the glossaries in a text.</li> <li>• I can use the heading to locate information in a text.*</li> <li>• I can use the tables of contents to locate key facts in a text.</li> <li>• I can use the glossary to locate key words in a text.*</li> </ul>		<p>Various Text Headings Table of Contents Glossary Electronic menu Icon Locate</p>	

<p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> <li>• I can uncover (infer) the information in the words of a text. *</li> <li>• I can compare and contrast information in words.*</li> </ul>		<p>Compare Illustrate</p>	
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p>	<ul style="list-style-type: none"> <li>• I can find key details.</li> <li>• I can give an example to describe the key ideas.*</li> <li>• I can give details to explain the text.</li> <li>• I can form an opinion based on facts.</li> </ul>		<p>Illustrations Details Describe Ideas Fact Opinion</p>	
<p>8. Identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> <li>• I can tell why an author writes the text (author's purpose).</li> <li>• I can name the details from the text that support author's purpose.</li> <li>• I can connect the details from the text to the main idea that support the author's purpose.*</li> </ul>	<p>Thinking Map Number Notes</p>	<p>Reasons Author Support Points</p>	
<p>9. Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or</p>	<ul style="list-style-type: none"> <li>• I can tell how two books, on the same topic, are alike (e.g., in illustrations, descriptions, or procedures).*</li> </ul>	<p>Venn Diagram T chart</p>	<p>Basic Similarities Differences Illustrations Descriptions Procedures</p>	



<p>procedures).</p>	<ul style="list-style-type: none"> <li>I can tell how two books, on the same topic, are different (e.g., in illustrations, descriptions, or procedures).*</li> </ul>			
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. With prompting and support read informational texts appropriately complex for grade 1.</p>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>I can read nonfiction books with help.</li> </ul>		<p>Prompting Support Informational</p>	
<p><b><u>Reading Standards: Foundational Skills</u></b></p> <p><b>Print Concepts</b></p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).</p>	<ul style="list-style-type: none"> <li>I can capitalize the first word of a sentence.</li> <li>I can use correct ending punctuation. *</li> <li>I can use words to write sentences. *</li> </ul>	<p>Resource Binder</p>		
<p><b>Phonological Awareness</b></p> <p>2. Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p>	<ul style="list-style-type: none"> <li>I can after listening to a one syllable word, tell whether the vowel is long or short.*</li> </ul>		<p>www.booblesworldels.com  www.phonicsworld.com  www.mrsperkins.com  www.starfall.com  www.ontrackreading.c</p>	

<p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes).</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> <li>• I can add and change the beginning of a word to make new words. (word families)</li> <li>• I can change the ending of a word to make a new word.</li> </ul>			
<p><b>Phonics and Word Recognition</b></p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a) Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>b) Decode regularly spelled one-syllable words.</p> <p>c) Know final -e and common vowel team conventions for</p>	<ul style="list-style-type: none"> <li>• I can use decoding skills to read words.</li> <li>• I can identify a diagraph. *</li> <li>• I can give an example of a diagraph.</li> <li>• I can read words with consonant diagraphs.*</li> <li>• I can make a word using a diagraph. *</li> <li>• I can spell words with consonant diagraphs.*</li> <li>• I can identify vowel teams (diagraphs).*</li> <li>• I can use final e rules</li> </ul>			

<p>representing long vowel sounds.</p> <p>d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e) Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f) Read words with inflectional endings.</p> <p>g) Recognize and read grade-appropriate irregularly spelled words.</p>	<p>for long vowel sounds. *</p> <ul style="list-style-type: none"> <li>• I can identify sneaky e.*</li> <li>• I can divide words into syllables.</li> <li>• I can name suffixes.</li> <li>• I can read words that have suffixes, -s, es, -ed, or -ing) at the end.</li> <li>• I can read/memorize sight words.</li> <li>• I can use and find irregularly spelled words. *</li> <li>• I can read words with r controlled vowels (bossy r) (ar, ur, er, ir, or).</li> <li>• I can read words with diphthongs. (ou, ow)</li> <li>• I can name the vowels and their sound.(A,E,I,O,U)</li> </ul>			
<p><b>Fluency</b></p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate,</p>	<ul style="list-style-type: none"> <li>• I can use clues to check for understanding.</li> <li>• I can use context clues to correct mistakes when reading.</li> <li>• I can read first grade texts aloud fluently.</li> <li>• I can understand what I read.</li> <li>• I can read with</li> </ul>			

<p>and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>expression.</p> <ul style="list-style-type: none"> <li>• I can reread if I do not understand.</li> <li>• I can read aloud so that my classmates and I can understand.</li> <li>• I can use clues to check my understanding.</li> <li>• I can reread when I don't understand.</li> <li>• I can correct myself while reading.</li> </ul> <p>Some of these are teacher observations and may be assessed.</p>			
<p><b><u>Writing Standards</u></b></p> <p><b>Text Types and Purposes</b></p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<ul style="list-style-type: none"> <li>• I can write an opinion about a book or topic. *</li> <li>• I can write reasons to support my feeling about the book I am reading. *</li> <li>• I can restate/Rewrite my opinion on the topic I am writing.</li> </ul>	<p>Resource Binder</p>		
<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<ul style="list-style-type: none"> <li>• I can choose an informative topic to write about.</li> <li>• I can list facts about the topic I chose (brainstorming).</li> <li>• I can explain the topic you are reading</li> </ul>			

	<p>about.</p> <ul style="list-style-type: none"> <li>• I can write an ending sentence to conclude my paragraph.</li> <li>• I can write text that informs and explains a topic.</li> </ul>			
<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> <li>• I can recall and write about two or more events that happened in order.</li> <li>• I can use the signal words: first, next, last, etc. in my short story. *</li> <li>• I can add details to make my story more descriptive.*</li> <li>• I can sequence the events in a story. *</li> <li>• I can write an ending sentence to conclude my story. *</li> <li>• I can write a short story with a beginning, middle, and end.</li> </ul>			
<p><b>Production and Distribution of Writing</b></p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>With guidance and support:</p> <ul style="list-style-type: none"> <li>• I can answer questions from my peers about my topic. *</li> <li>• I can use peer suggestions to add details to my writing.</li> <li>• I can add details to make my writing</li> </ul>			

	better.			
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> <li>• I can write my story using a computer, with support.</li> <li>• I can print my story from the computer, with support.</li> <li>• I can discuss my story with my classmates (peer collaboration).</li> </ul>			
<b>Research to Build and Present Knowledge</b>  7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.	<ul style="list-style-type: none"> <li>• I can examine “how-to” books, with my peers.*</li> <li>• I can help research a project (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</li> <li>• I can help write a project.</li> <li>• I can write the sequence of instructions, with my peers, from a “how-to” book.</li> </ul>			

<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>With guidance and support:</p> <ul style="list-style-type: none"> <li>• I can recall information from experiences.</li> <li>• I can gather information from sources to answer a question.</li> <li>• I can write an answer to a question from given sources, with support from my teacher.</li> <li>• I can write about information recalled from an experience, with support from my teacher.</li> </ul>			
<p><b><u>Speaking and Listening Standards</u></b></p> <p><b>Comprehension and Collaboration</b></p> <p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by</li> </ol>	<ul style="list-style-type: none"> <li>• I can follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)</li> <li>• I can talk about the topics and text.*</li> <li>• I can express my feelings about something.</li> <li>• I can ask questions if I am confused or do not understand.</li> </ul>	<p>Resource Binder</p>		

<p>responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>				
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> <li>I can answer questions about a text read aloud or information presented orally or through other media. *</li> </ul>			
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<ul style="list-style-type: none"> <li>I can ask questions about what a speaker says in order to gather information or understand more.</li> <li>I can answer questions about what the speaker says in order to gather more information or understand more.</li> </ul>			
<p><b>Presentation of Knowledge and Ideas</b></p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> <li>I can use drawings or objects to describe my thoughts, ideas, or feelings.</li> </ul>			



<p>6. Produce complete sentences when appropriate to task and situation.</p>	<ul style="list-style-type: none"> <li>• I can identify complete sentences. *</li> <li>• I can use complete sentences when speaking to others. *</li> </ul>			
<p><b><u>Language Standards</u></b></p> <p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>f. Use frequently</li> </ol>	<ul style="list-style-type: none"> <li>• I can identify and use common nouns.</li> <li>• I can identify and write proper nouns. *</li> <li>• I can identify and use possessive nouns.*</li> <li>• I can tell the difference between singular and plural nouns.</li> <li>• I can use singular and plural nouns with the correct verb.*</li> <li>• I can identify and use personal, possessive, and indefinite pronouns.*</li> <li>• I can use a pronoun to replace a noun.*</li> <li>• I can identify verbs. *</li> <li>• I can use verbs to tell past, present, and future.*</li> <li>• I can give an example of an adjective.*</li> <li>• I can identify and use an adjective correctly.*</li> <li>• I can identify and use conjunctions. *</li> <li>• I can identify and use</li> </ul>	<p>Resource Binder</p>		

<p>occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>articles.*</p> <ul style="list-style-type: none"> <li>• I can identify and use prepositions.</li> <li>• I can write a compound sentence.*</li> <li>• I can write a compound declarative sentence. *</li> <li>• I can Identify and write an interrogative sentence.</li> <li>• I can identify and write exclamatory sentence.*</li> <li>• I can identify and write imperative sentence.*</li> <li>• Write the four types of sentences.</li> </ul>			
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for</p>	<ul style="list-style-type: none"> <li>• I can use capitalization when writing dates.</li> <li>• I can practice using correct end punctuation for sentences.*</li> <li>• I can use commas in writing dates.</li> <li>• I can use commas to separate words in a sentence. *</li> <li>• I can spell first grade words by using spelling patterns. *</li> <li>• I can spell words using phonics.*</li> </ul>			

<p>words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>				
<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>• Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul>	<ul style="list-style-type: none"> <li>• I can figure out the meaning of a word and groups of words by reading the entire sentence.</li> <li>• I can identify root (base) words.*</li> <li>• I can identify prefixes (--pre, --un, --re, --dis).*</li> <li>• I can identify suffixes (--ful, --ed, --ing, --less, --ness, --s, --ly, --es.) *</li> <li>• I can separate the affixes from their root words.*</li> <li>• I can use common prefixes and suffixes to figure out the meaning of a word and groups of words.</li> <li>• I can use root words and endings –s, --es, -</li> </ul>			

	<p>-ed, and -ing) to figure out the meaning of a word and groups of words.*</p> <ul style="list-style-type: none"> <li>• I can tell if a word has more than one meaning.</li> <li>• I can use clues in a sentence to figure out the meaning of unknown words.</li> <li>• I can identify synonym and antonyms.</li> </ul>			
<p>5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>d. Distinguish shades of</li> </ol>	<ul style="list-style-type: none"> <li>• I can tell the relationship between words and their use in real life. *</li> <li>• I can use adjectives/verbs to tell about something. *</li> <li>• I can choose adjectives/verbs to tell about something.*</li> <li>• I can recognize verbs that mean the same thing that are somewhat different.*</li> <li>• I can choose verbs that mean the same thing that are somewhat different.*</li> <li>• I can recognize adjectives that mean the same thing that are somewhat different.*</li> </ul>			

<p>meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<ul style="list-style-type: none"> <li>• I can choose adjectives that mean the same thing that are somewhat different.</li> </ul>			
<p>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).</p>	<ul style="list-style-type: none"> <li>• I can use words and phrases that I have learned by speaking and reading and/or being read to.*</li> <li>• I can use conjunctions when I talk.*</li> </ul>			