



Our Savior Christian Academy

Curriculum Framework for: **Language Arts**

Our Savior Christian Academy's "Curriculum Framework for Language Arts" is designed as a tool that will follow the same format for all grades Pre K-4. Each grade level will have a separate section based on classroom structure, and it will be up to each individual teacher to design a lesson plan that fits their classroom needs based on these standards and suggestions.

Our Savior Christian Academy's "Curriculum Framework for Language Arts" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.

✠ **PHILOSOPHY** ✠

God reveals Himself through language. The study of language enables us to gain knowledge, explore ideas, and communicate effectively. It is an integrated study of literature, reading, writing, listening, and speaking. Through the study of language we strengthen our relationship with God and are able to communicate His message to others.

Our Savior Christian Academy

Broad Goals

Our Savior Christian Academy's Language Arts goals include:

- Incorporating Jesus Christ in all core areas of Language Arts.
- Providing the children with a wide range of knowledge, skills, and related activities that help him/her to develop an understanding of the physical world and social exchanges.
- Encouraging the children to be confident and to communicate effectively through reading, writing, speaking, and listening.
- Providing learning experiences in which students will recognize, develop, and apply effective communication skills at or above grade level in the areas of reading, writing, speaking, and listening across the curriculum,
- Showing students strategies on how to be knowledgeable and proficient thinkers who will make positive Christ-like contributions to society.

Our Savior Christian Academy obtains this through:

- Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum.
- Fascinating and significant Language Art experiences through multi-sensory activities
- Applying Language Arts to other core areas of learning
- Adapting other subjects to add valuable perspectives to the Language Arts curriculum.
- Teaching on an individual basis with the knowledge that children acquire an understanding of Language Arts in an uneven way.
- Continuous assessment for analysis and planning in Language Arts.
 - Focuses on the identification of the children's existing knowledge and strategies.
 - Updating curriculum to meet changing state standards along with student needs.
 - Provides information that will enable the teacher to cater for individual differences in ability, previous learning and learning style, and to resist pressure to push the child to premature mastery.
- Work samples and results that are shared with the parents, congregants, and community.

Kindergarden Common Core

First Grade Common Core

Reading

K/1

1 Develop and apply skills and strategies to the reading process-Integrating faith by reading and memorizing scripture.		
	Grade K	Grade 1
A	<p>* Demonstrate basic concepts of print: RF.K.1.a-d</p> <p>a. directionality left to right, return sweep, top and bottom R1A.K.a Follow words from left to right, top to bottom, and page by page.</p> <p>b. understanding that the story is in the print word by word matching R1A.K.c Understand that words are separated by spaces in print</p> <p>c. distinction between letter and word Curriculum</p> <ul style="list-style-type: none"> • Demonstrate during read aloud time and reading groups how books are read from left to right, top to bottom, word by word matching, and the distinction between letter and word 	<p>* Demonstrate concepts of print: RF.1.1 R1A.1.c-d Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</p> <p>a. upper- and lower-case letters</p> <p>b. first and last letters in words</p> <p>c. directionality in letter and word order</p> <p>d. punctuation has meaning Curriculum</p> <ul style="list-style-type: none"> • Demonstrate during read aloud time and reading groups reading directionality in letter and word order, and pauses between sentences (punctuation means breathe). • Alphabetize words by first letter or last letter.
	Print Concepts	
DOK	1	1
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6
B	<p>* Develop ability to recognize sounds (phonemes) in words (phonemic awareness): RF.K.2.a-e</p> <p>recognize rhyming words R1B.K.a,c</p> <p>a. isolate consonant sounds hear and say onset and rime R1B.K.a,c R1B.K.c</p> <p>c. hear and say spoken phonemes R1B.K.d Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. *(This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>Curriculum</p> <ul style="list-style-type: none"> • During read alouds have students repeat rhyming words, during centers match rhyming words • Word Families, working with beginning and end sounds of words- using pictures for students to differentiate. • Students may demonstrate isolated consonant sounds by using puzzles, flash cards, or use students as letter representations 	<p>* Demonstrate ability to use phonemes to construct words:</p> <p>a. produce rhyming words</p> <p>b. separate and say sounds in words</p> <p>c. blend sounds to form words</p> <p>d. replace beginning and ending sounds to form new words</p> <p>RF.1.2.a-d R1B.1.b Segment single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.2.a-d R1B.1.b isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words. RF.1.2.a-d R1B.1.c Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Create poems • Daily blending exercises • Use tri-fold paper to record consonant sound placement in words. • Use red/white/blue unifix cubes to demonstrate placement of sounds. • Use cards to replace beginning and ending letters of words to form new words
	Phonemic Awareness	
DOK	1	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6

Reading

K/1

C	Phonics	* Develop alphabet and phonics knowledge: RF.K.1.a-d RF.K.3.a-d R1C.K.b Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. RF.K.3.a-d R1C.K Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3.a-d R1C.K Distinguish between similarly spelled words by identifying the sounds of the letters that differ. a. identify letters R1C.K.a Recognize and name all upper-and lowercase letters of the alphabet say sounds associated with letters R1C.K.b Recognize that spoken words are represented in written language by specific sequences of letters. b. write letter that goes with consonant sound Curriculum <ul style="list-style-type: none"> Circle time-recite letters in alphabet and letter sounds using alphabet cards Reverse circle time by saying sounds and having students write letters (can also be used as a center activity between students) 	* Develop and apply decoding strategies to “problem-solve” unknown words when reading grade level instructional text RF.1.3.a-g R1C.1 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings Recognize and read grade-appropriate irregularly spelled words. Curriculum <ul style="list-style-type: none"> During daily reading activities, demonstrate decoding skills with unknown words Use letter cards or magnetic letters to form words with targeted vowel and selected consonants.
		DOK 1	2
ST	CA 2, 3, 1.6	CA 2, 3, 1.6	
1 Develop and apply skills and strategies to the reading process			
		Grade K	Grade 1
D	Fluency	* Read simple text RF.K.4 R1D.K.a Read emergent-reader texts with purpose and understanding. RF.K.3.a-d R1D.K.a Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). a. containing a small bank of high-frequency words b. consisting of environmental print Curriculum <ul style="list-style-type: none"> Develop a word wall with high-frequency words Creating a “print rich” environment 	* Read grade-level instructional text RL.1.10 R1D.1.a-b With prompting and support, read prose and poetry of appropriate complexity for grade 1. RI.1.10 R1D.1.a-b With prompting and support, read informational texts appropriately complex for grade 1. RF.1.4.a-c R1D.1.a-b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. a. by developing automaticity of an increasing core of high-frequency words b. with appropriate phrasing and expression Curriculum During circle time-recite high frequency words (sight words), spell, and use in sentences
		DOK 1	1
ST	CA 2, 3, 1.5	CA 2, 3, 1.5	
E	Vocabulary	* Develop vocabulary by listening to and discussing unknown words in stories RI.K.4 R1E.K With prompting and support, ask and answer questions about unknown words in a text RL.K.4 R1E.K : Ask and answer questions about unknown words in a text. L.K.6 R1E.K 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>). Curriculum <ul style="list-style-type: none"> Before reading, list unknown words in the text with an explanation. Then read content and redirect attention back to the explanation Highlight unknown words in the text. Write unknown words on whiteboards. 	* Develop vocab by reading, listening to, and discussing unknown words in stories using RI.1.4 R1E.1.a-c Ask and answer questions to determine or clarify the meaning of words and phrases in a text. L.1.4.a-c R1E.1.a Identify the frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). L.1.4.a-c [R1E.4.a] Use frequently occurring affixes as a clue to the meaning of a word. L.1.4.a-c R1E.1.c Use sentence-level context as a clue to the meaning of a word or phrase. a. root words and affixes, word chunks, context clues Curriculum <ul style="list-style-type: none"> Discuss an unknown word and then place on the word wall. During read alouds, help students determine vocabulary using root words, word chunks, and context clues Use sticky notes to cover key vocabulary
		DOK 2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6	

Reading

K/1

F	<p>* Develop and apply, with assistance, pre-reading strategies to aid comprehension:</p> <ol style="list-style-type: none"> a. access prior knowledge b. preview text and picture c. make general prediction <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Picture walk to preview book and suggest curriculum • Read book and prevent viewing of last page till students predict ending through discussion or pictures. 	<p>* Develop and apply, with assistance, pre-reading strategies to aid comprehension: RF.1.4.a-c R1F.1.d Read on-level text with purpose and understanding. W.1.8 ICTL2B.1.a With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <ol style="list-style-type: none"> a. access prior knowledge b. preview c. predict with evidence d. state a purpose for reading, with assistance <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Use a KWL chart to plot information. • Do a picture walk to preview book and suggest conclusion. • Predict conclusion of book through discussion or pictures. • Brainstorm purpose of reading
DOK	2	2
ST	CA 2, 3, 1.5, 1.6	CA 2, 3, 1.5, 1.6
1 Develop and apply skills and strategies to the reading process		
	Grade K	Grade 1
G	<p>* During reading, shared reading, or read-alouds, develop and utilize, with assistance, strategies to</p> <ol style="list-style-type: none"> a. self-question and correct b. infer c. predict and check using cueing systems: meaning, structure, and visual information <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Ask questions based on pictures on pages. • Infer what will happen next by having students predict ending (share with class). • Predict what will happen by having students draw pictures 	<p>* During reading and read-alouds, develop and utilize, with assistance, strategies to RF.1.4.a-c R1G.1.a Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <ol style="list-style-type: none"> a. self-question and correct b. infer c. predict and check using cueing systems: meaning, structure, and visual information <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Use guided reading strategies to constantly check for comprehension, self question, infer. • Have students summarize occasionally during reading.
DOK	2	2
ST	CA 2, 3, 1.5, 1.6, 3.5	CA 2, 3, 1.5, 1.6, 3.5

Reading

K/1

H	<p>* Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text:</p> <p>RL.K.1 R1H.K.a-b: With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 R1H.K.c: With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 R1H.K.c: With prompting and support, identify characters, settings, and major events in a story.</p> <p>RI.K.1 R1H.K.a-b: With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 R1H.K.c: With prompting and support, identify the main topic and retell key details of a text.</p> <ol style="list-style-type: none"> a. answer basic comprehension questions b. question to clarify c. retell d. illustrate e. re-enact stories Curriculum <ul style="list-style-type: none"> • Use guided reading strategies to constantly check for comprehension. • Have students summarize through retelling, illustrating, or re-enacting story 		<p>* Develop and apply post-reading skills after reading or read-alouds to respond to text:</p> <p>RL.1.1 R1H.1.a-b: Ask and answer questions about key details in text.</p> <p>RL.1.2 R1H.1.c: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.1 R1H.1.a-b: Ask and answer questions about key details in a text.</p> <p>RI.1.2 R1H.1.c: Identify the main topic and retell key details of a text. LS.1.2 R1H.1.a-b: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <ol style="list-style-type: none"> a. answer basic comprehension questions b. question to clarify c. retell d. reflect e. draw conclusions f. analyze Curriculum <ul style="list-style-type: none"> • Make a story web. • Use guided reading strategies to constantly check for comprehension. • Write story sentences on sentence strips and have students place in sequence. • Create new endings to stories.
DOK	2		3
ST	CA 2, 3, 1.5, 1.6, 3.5		CA 2, 3, 1.5, 1.6, 3.5
1 Develop and apply skills and strategies to the reading process			
	Grade K		Grade 1
I	<p>* Identify connections, with assistance, between</p> <ol style="list-style-type: none"> a. text to text (text ideas ---similarities and differences in fiction and non-fiction works) b. text to self (text ideas and own experiences) <p>RL.K.9 R1I.K.a: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.3 [R3C.3.g] With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.9 R1I.K.a: With prompting and support, identify basic similarities between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) Curriculum</p> <ul style="list-style-type: none"> • During post-reading and read alouds, assist students in recognizing similarities and differences in fiction and nonfiction works. • Assist students in relating the text to themselves & how relates to the class. 		<p>* Identify connections between</p> <ol style="list-style-type: none"> a. text to text (text ideas ---similarities and differences in various fiction and non-fiction works, with assistance) b. text to self (text ideas and own experiences) Curriculum <ul style="list-style-type: none"> • During post-reading and read alouds, assist students in recognizing similarities and differences in fiction and nonfiction works. • Use Venn Diagram for similarities and differences • Assist students in relating the text to themselves and how it relates to the class. <ul style="list-style-type: none"> ○ Portray the story dramatically. <p>RL.1.5 R1I.1.a: 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> <p>RL.1.9 R1I.1.a: Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.9 R1I.1.a: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
DOK	2		2
ST	CA2, 3, 7, 1.5, 1.6, 1.9		CA2, 3, 7, 1.5, 1.6, 1.9

Reading

K/1

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times– integrate faith by using a Biblical time line, scripture to analyze various genres and daily , Bible devotional study.		
	Grade K	Grade 1
A	<p>* Use details from text, with assistance, to RI.K.8 [R3C.3.i] With prompting and support, identify the reasons an author gives to support points in a text</p> <p>a. locate names of author and illustrator</p> <p>b. and apply information in title and pictures</p> <p>RL.K.1 R2C.K.a-b: With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.5 [R2A.3.b]: Recognize common types of texts (e.g., storybooks, poems)</p> <p>RL.K.6 R2A.K.a: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story</p> <p>RL.K.7 R2A.K.b: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Use library books to find authors and illustrators. • Observe covers of books to locate stories of interest. Infer through pictures on the cover, as to gain an expectation of what the book is about. • Bring several books from same author to compare & contrast covers. 	<p>* Use details from text to</p> <p>a. locate names of author and illustrator</p> <p>b. apply information in title and pictures Curriculum</p> <ul style="list-style-type: none"> • Complete author study. • Use library books to find authors and illustrators. • Observe covers of books to locate stories of interest. Infer through pictures on the cover of the book, as to gain an expectation of what the book is about. • Bring several books from same author to compare and contrast covers of books.
	DOK	1
ST	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6
B	<p>* Participate in read-aloud experiences involving rhythm, rhyme, alliteration , and repeating line or phrase</p> <p>RL.K.10 R2B.K: Actively engage in group reading activities with purpose and understanding.</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Using repetitive rhyme and text, students initiate their own text and rhyme to follow the scheme. <ul style="list-style-type: none"> ○ Draw or write their own pictures and text to correlate with the rhyme or repeating phrase. 	<p>* Recognize rhythm, rhyme and alliteration in read-aloud experiences and independent reading</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Create class books using rhyme and alliteration styles of previously read books. • Use choral reading activities.
	DOK	1
ST	CA 2, 1.5, 1.6	CA 2, 1.5, 1.6

Reading

K/1

2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times		
	Grade K	Grade 1
C	* Use details from text to identify story elements in shared reading and read-alouds with assistance: RL.K.3 R2C.K.a-c RL.K.2 R2C.K.a-c	* Use details from text in independent reading and read-alouds to identify RL.1.1 R2C.1.a-e Ask and answer questions about key details in text. RL.1.3 R2C.1.a,c,e Describe characters, settings, and major events in a story, using key details. RL.1.7 R2C.1.a,c,e Use illustrations and details in a story to describe its characters, setting, or events.
	a. main characters b. problem(s)/events c. setting Curriculum <ul style="list-style-type: none"> Picture readings, oral discussions. Use inflatable story cube to promote classroom discussion. Venn Diagram, Character Web, Story Web. Develop stories based on creating character, problem/events, and setting 	a. characters b. problem c. events in logical sequence d. solutions e. setting Curriculum <ul style="list-style-type: none"> Develop stories based on creating character, problem/events, solution, and setting <ul style="list-style-type: none"> Create story maps. Make a character web. Draw setting pictures. Draw/write a different solution to the problem.
DOK	1	1
ST	CA 2, 1.5, 1.6, 3.1, 3.5, 2.4	CA 2, 1.5, 1.6, 3.1, 3.5, 2.4

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times		
	Grade K	Grade 1
A	* Develop an awareness that text and pictures provide information Curriculum <ul style="list-style-type: none"> During reading groups, picture walk and use pictures to understand words. Make students aware of landmarks/places/things usually associated with pictures and symbols. Such as McDonalds with the Golden Arches, Saint Louis' Gateway Arch, Cross/ Sheep in relation to Christ, Bible-God's Word, etc. 	* Identify and explain information in text, pictures, title and charts RI.5 R3A.1 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. RI.6 R3A.1 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.7 R3A.1 Use the illustrations and details in a text to describe its key ideas. Curriculum <ul style="list-style-type: none"> Use non-fiction books for research. Fact scavenger hunt using non-fiction books. Use computer web-sites for research
	DOK	1
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6

Reading

K/1

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times		
	Grade K	Grade 1
Literary Techniques	<p>B * Respond to examples of sensory details within the context of nonfiction text with assistance Curriculum</p> <ul style="list-style-type: none"> Have students listen for words in the story that represent the five senses. Place senses on a precut outline of the face and hands. Go on an outdoor science exploration (going on a walk) with 5 senses. Then write down words and things that you see that relate to the 5 senses. 	<p>* Recognize examples of sensory details in nonfiction text with assistance RL.1.4 R2B.3 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Curriculum</p> <ul style="list-style-type: none"> Reproduce picture according to description. Including sensory details in poems Go on an outdoor science exploration (going on a walk) with 5 senses. Then write down words and things that you see that relate to the 5 senses.
	DOK	1
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times		
	Grade K	Grade 1
Understanding Directions	<p>C * In response to text and with assistance, a. ask questions to clarify meaning b. answer questions c. recognize important information and identify supporting details RI.K.1 R3C.K.a-c With prompting and support, ask and answer questions about key details in a text. RI.K.2 R3C.K.c With prompting and support, identify the main topic and retell key details of a text. Curriculum</p> <ul style="list-style-type: none"> During reading, shared readings, or read-a-louds, develop and utilize, with assistance, strategies to self question and correct, infer, predict, and check, using cueing systems, meaning, structure, and visual information. 	<p>* Use details from text to RI1.1 R3C.1.a-c Ask and answer questions about key details in a text. RI1.2 R3C.1.d-e Identify the main topic and retell key details of a text.</p> <ul style="list-style-type: none"> demonstrate comprehension skills previously introduced clarify meaning answer questions identify main ideas identify supporting details Curriculum <ul style="list-style-type: none"> Use guided reading strategies to constantly check for comprehension. Help students construct mental images representing ideas in text while reading. Identify main ideas and supporting details when reading chapter books Have students summarize occasionally during reading.
	D	<p>* Follow simple pictorial/written direction, with assistance Curriculum</p> <ul style="list-style-type: none"> Daily activity: Students repeat the directions given by the teacher. Follow written text while student or teacher is reading.
DOK	1	1
ST	CA 3, 1.5, 1.6	CA 3, 1.5, 1.6

RI.K.5 Identify the front cover, back cover, and title page of a book. **RL.1.6** Identify who is telling the story at various points in the text.

Writing

K/1

RI.1.3 [R3C.3.g] Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.5 ICTL3B.1 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.

RI.1.8 [R3C.3.i] Identify the reasons an author gives to support points in a text.

Writing

K/1

1 Apply a writing process in composing text-integrate faith by using what is learned through religious instruction in the writing process.		
	Grade K	Grade 1
A	<p>* Follow a writing process with assistance to</p> <ol style="list-style-type: none"> generate a writing plan through pictures, oral language, or written letters and/or words compose text through letters, words, and pictures reread writing with assistance <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Tri-fold paper and compose beginning, middle, and end stories Using journals, students may draw pictures, and then dictate events to class. Demonstrate correct writing posture, with correct hand-eye coordination, and fine motor skills <p>W.K.5 [W1A.1.d] With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>RF.K.3.a-d W.K.6 ICTL5A.K With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>RF.K.3.a-d W.K.6 ICTL1B.K With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>* Follow a writing process to W.1.5 W1A.1.a,d,e 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. W.1.6 W1A.1.a-f With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>W.1.6 W1A.1.a-f With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <ol style="list-style-type: none"> brainstorm and record ideas in written form generate a draft in written form on student-selected topic reread writing <p>revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details)</p> <ol style="list-style-type: none"> edit for conventions (refer to W2E) with assistance publish writing with assistance <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Tri-fold paper and compose beginning, middle, and end stories Write a Story <i>From an Ant's Perspective</i> example <ul style="list-style-type: none"> Brainstorm about what the ant may be going Take pictures through classroom from an “ants perspective” Generate draft, reread, revise, edit, and publish
	Writing Process	
DOK	3	3
ST	CA 1, CA 4, 1.8, 2.1, 2.2	CA 1, CA 4, 1.8, 2.1, 2.2

Writing

K/1

2 Compose well-developed text		
	Grade K	Grade 1
A	<p>* Recognize different audiences for writing</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Generating a theme, use different age-appropriate themed books, poetry, Bible stories, etc., to attract different audiences. Increase the amount of information being given over a Bible story, or situation to build upon knowledge base. 	<p>* Recognize audience and purpose with assistance</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Write thank yous. Make posters. Write invitations. Appreciation cards for pastors. Write get well cards
Audience and purpose		
DOK	1	1
ST	CA 4, 2.1	CA 4, 2.1
B	<p>* Compose text using pictures and words with ideas that relate to a topic, with assistance</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Using journals, students may draw pictures, and then dictate events to teacher. Develop a story with a given topic, using storytelling paper to illustrate and compose text through rewriting. Beginning, Middle, and End stories 	<p>* Compose text using pictures and words with ideas that relate to a topic, with assistance</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Using journals, write 3 sentences relating to the topic. Students may then draw pictures to correspond with story. Write personal narratives. Write directions on how to play a game (pictures to illustrate). Describe drawings.
Ideas and Content		
DOK	2	2
ST	CA 4, 2.1	CA 4, 2.1
C	<p>* Compose text with assistance</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Using journals, students copy journal topic and may draw pictures. Develop a story with a given topic, using storytelling paper to illustrate and compose text through rewriting. Beginning, Middle, and End stories (one word to describe each section). 	<p>* Compose text W.1.1 W2C.1.a Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure. W.1.2 W3A.1.a Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.3 [W2C.7.e] 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> <p>a. with a simple opening and simple closing</p> <p>b. with complete sentences or thoughts</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Compose letters to family members or friends. Using journals, write 3 sentences relating to the topic. Demonstrate through example on white board.
Organization and Sentence Structure		
DOK	1	2
ST	CA 4, 2.1	CA 4, 2.1

Writing

K/1

Grade K		Grade 1	
D	<p>* Compose text using words that are related to the topic</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Develop a topic by a writing prompt for journaling, and have student draw people/places/things/events and compose a sentence that correlates with their pictures. Have students dictate events to teacher, and then student rewrites text. Use catalogs and magazine pictures to have students create stories. 	<p>* Compose text using words that are related to the topic, and, with assistance, some words that are specific and accurate</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> Develop a topic by a writing prompt for journaling, and have student write 3 sentences and a picture that correspond with picture Make triptychs: students use three sheets of paper labeled beginning, middle, and end. They then write and illustrate a sentence for each part Listen to a recording of classical music and have student describe what is happening or how they feel. 	
Word Choice			
DOK	2	2	
ST	CA 4, 2.1	CA 4, 2.1	

Writing

K/1

E	<p>* In written text</p> <p>L.K.2.a-d R1C.K.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>a. form letters using correct pathway of movement (letter formation)</p> <p>L.K.1.a-f W2E.K.a Print many upper-and lower case letters</p> <p>Curriculum: Use manipulative to form letters with fingers (shaving cream, beans, rice, etc) L.K.2.a-d [W2E.1.b] Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. capitalize first letters of own first and last name</p> <p>Curriculum: Repetition of writing name correctly on workbook pages.</p> <p>c. use ending punctuation in written text, with assistance L.K.2.a-d W2E.K.c Recognize and name end punctuation.</p> <p>Curriculum: monitor daily writing activities, show by example on white board</p> <p>d. use correct spelling of own first and last names, semi-phonetic spelling, spelling strategies L.K.2.a-d W2E.K.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Curriculum: Repetition of writing name correctly on workbook pages. Weekly spelling words.</p> <p>e. write legibly Curriculum: Monitor daily writing activities (ex. journal, story writing, etc.)</p> <p>L.K.1.a-f [W2E.1.d] use frequently occurring nouns and verbs.</p> <p>L.K.1.a-f form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>L.K.1.a-f ICTL2B.K.b understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>L.K.1.a-f use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, by, with</i>).</p> <p>L.K.1.a-f produce and expand complete sentences in shared language activities.</p> <p>L.K.5.a-d With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>* In written text</p> <p>a. print all letters legibly, using correct pathway of movement, and appropriate spacing between letters and words</p> <p>b. capitalize names of people and beginning words of sentences</p> <p>c. use a period at end of sentence and a comma in the greeting and closing of a letter with assistance</p> <p>d. use naming words (nouns) and action words (verbs) correctly</p> <p>e. spell words with simple patterns and high frequency words correctly</p> <p>f. use phonetic spelling, classroom resources to verify correct spelling, and spelling strategies</p> <p>g. write legibly</p> <p>Curriculum: Use manipulative to form letters with fingers (shaving cream, beans, rice, etc). Monitor daily writing activities. Make students aware by demonstrating and correcting. Spelling words and review weekly.</p> <p>L.1.2.a-e W2E.1.f Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. L.1.2.a-e W2E.1.e Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2.a-e [W2E.2.c] Use commas in dates and to separate single words in a series. L.1.2.a-e W2E.1.c Use end punctuation for sentences. L.1.2.a-e W2E.1.b Capitalize dates and names of people. L.1.2.a-e W2E.2.b Capitalize dates and names of people. L.1.2.a-e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.1.a-i use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). L.1.1.a-i use determiners (e.g., articles, demonstratives). L.1.1.a-i [W2E.2.d] use frequently occurring adjectives. L.1.1.a-i W2E.1.d use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>) L.1.1.a-i use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their; anyone, everything</i>). L.1.1.a-i W2E.1.d use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). L.1.1.a-i W2E.1.d use common, proper, and possessive nouns. L.1.1.a-i W2E.1.a Print all upper- and lowercase letters.</p>
DOK ST	1 CA 1, 2.2	1 CA 1, 2.2

Writing

K/1

3 Write effectively in various forms and types of writing		
	Grade K	Grade 1
Forms/Types/Modes of Writing	<p>A</p> <p>*a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features W.K.3 W3A.K.a Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events in the order in which they occurred, and provide a reaction to what happened. W.K.2 W3A.K.a Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.1 W3A.K.a Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>)</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Write an <i>About Me</i> book (narrative) • Create an advertisement and try to “sell” item to class (persuasive) • Create a story about a special place (descriptive, expository) <p>*b. Recognize different kinds of writing (e.g., thank-you notes, friendly letters, lists, poems, invitations)</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Create Get Well cards for students who miss school • Thank you note to a family member or school workers • Create invitations for holiday events or fundraisers • Write/draw friendly letters to one another on Valentines Day • Develop picture poems through <i>I Spy Riddle</i> and Poetry Writing with Jack Prelutsky <ul style="list-style-type: none"> ○ http://teacher.scholastic.com/writewit/poetry/jean_home.htm ○ http://teacher.scholastic.com/writewit/poetry/jack_home.htm 	<p>*a. Use narrative, descriptive, expository, and/or persuasive features</p> <p>*b. Recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations)</p> <p>W.1.1 W3A.1.a Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure. W.1.2 W3A.1.a Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.3 W3A.1.a 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. W.1.7 W3A.1.a Participate in shared research or writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Write an <i>About Me</i> book (narrative) • Create an advertisement and try to “sell” item to class (persuasive) • Create a story about a special place (descriptive, expository) <p>*c. Recognize different kinds of writing (e.g., thank-you notes, friendly letters, lists, poems, invitations)</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Create Get Well cards for students who miss school • Thank you note to a family member or school workers • Create invitations for holiday events or fundraisers • Write/draw friendly letters to one another on Valentine’s Day • Develop poems through <i>I Spy Riddle</i> and Poetry Writing with Jack Prelutsky <ul style="list-style-type: none"> ○ http://teacher.scholastic.com/writewit/poetry/jean_home.htm ○ http://teacher.scholastic.com/writewit/poetry/jack_home.htm
	DOK	3
ST	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1

Writing

K/1

LS.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LS.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LS.1.6

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

W.1.3 W3A.1.a 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.

Information Literacy – UNDER REVISION

K/1

1 Develop and apply effective listening skills and strategies -integrate faith by encouraging students to pray aloud & share their faith walk.

	GRADE K	GRADE 1
A	<p>Listen</p> <ul style="list-style-type: none"> •for enjoyment •for information •for simple directions, with teacher assistance <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Follows simple (one-step) directions <ul style="list-style-type: none"> ○ Give one-step directions. Teacher says, “Hand me the book,” etc. ○ Role-play with student being teacher and giving one-step directions. Student says, “Walk to the door,” etc. • Play eye contact games. • Practice correct posture. • Play hand clap games-teacher claps a rhythm and the students copy/repeat the rhythm back. • Play the game <i>Telephone</i> . 	<p>Listen</p> <ul style="list-style-type: none"> •for enjoyment •for information • for simple directions to follow <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Develop classroom listening preparation routines. • Play games with spatial and directional words. • Teach students to exhibit good listening skills by following multi-step directions correctly • Play hand clap games- teacher claps a rhythm and the students copy/repeat the rhythm back. • Play the game <i>Telephone</i> .
ST	CA 5, 6 1.5, 1.6, 1.10	CA 5, 6 1.5, 1.6, 1.10
FR	I 1f, II 5b, III 1b, K-4	I 1f, II 5b, III 1b, K-4

Information Literacy – UNDER REVISION

K/1

B	<p>Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance</p>	<p>Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) with teacher assistance.</p>
	Listening Behavior	<p>SL.K.1.a-b LS1B.K Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and large groups. a. Follows agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Model a friendly, positive, courteous manner when listening and responding to children’s comments and suggestions. • Model a friendly, positive, courteous manner when listening and responding to children’s comments and suggestions. Listen attentively when conversing with student. • Play listening games such as “Simon Says”, “I Spy”, “Listening Lotto.” • Encourage children to look at the person who is talking. Also, teachers should discuss the importance of keeping hands and feet still and not talking when others are talking.
ST		CA 5, 6 1.5
FR	I 2h, IV 1d, K-4	I 2h, IV 1d, K-4

Information Literacy – UNDER REVISION

K/1

2 Develop and apply effective speaking skills and strategies for various audiences and purposes		
	GRADE K	GRADE 1
A	When sharing ideas or experiences <ul style="list-style-type: none"> • speak audibly • use age-appropriate vocabulary <p style="text-align: right; margin-top: 10px;">Curriculum</p> <ul style="list-style-type: none"> • Share journals • Student of the Week • Circle time discussions such as "What did you do on your weekend/holiday/snow day?" • In centers, speak clearly when sharing ideas, stay on topic, and use appropriate volume and pacing. 	Speak clearly when sharing ideas and asking questions in small and large groups LS.1.1 LS2A.1 Ask questions to clear up any confusion about the topics and texts under discussion. W.1.8 ICTL2B.1.c With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p style="text-align: right; margin-top: 10px;">Curriculum</p> <ul style="list-style-type: none"> • Share journals • Student of the Week • Circle time discussions such as "What did you do on your weekend/holiday/snow day?" • In centers, speak clearly when sharing ideas, stay on topic, and use appropriate volume and pacing.
Discussion and Presentation		
ST	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3
FR	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4	II 1e, 3b-c, e, 5a, c-e, g-h, 6a & h-i, III 1f-g, 3b-c, 4a-b, IV 1b-c, K-4
B	Give simple oral directions with teacher assistance <p style="text-align: right; margin-top: 10px;">Curriculum</p> <ul style="list-style-type: none"> • Give oral directions and play "Teacher Says." • Allow students to give simple directions to each other on hidden items. 	Give simple oral directions <p style="text-align: right; margin-top: 10px;">Curriculum</p> <ul style="list-style-type: none"> • Give oral directions and play "Teacher Says." • Allow students to give simple directions to each other on hidden items.
Giving Directions		
ST	CA 1, 6 2.1, 2.3	CA 1, 6 2.1, 2.3
FR	I 6e, K-4	I 6e, K-4

- | |
|--|
| LS.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. |
| LS.1.1 Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| LS.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |

W.1.6 ICTL1B.1 ICTL5A.1 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
W.1.6 ICTL1B.1 ICTL5A.1 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

Information Literacy – UNDER REVISION

K/1

1 Develop and apply effective research process skills to gather, analyze and evaluate information -integrate faith by using pre-approved Christian resources including the internet and books.

		GRADE K	GRADE 1
A	Research Plan	<p>Develop awareness of resources on topics of interest</p> <p>RI.K.6 R3A.K Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>RI.K.7 R3A.K With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Have a librarian visit the classroom to talk about different topics and most checked out topics. • Set out certain topics of books. <ul style="list-style-type: none"> ○ Have student’s journal/write/draw about their favorite topic. 	<p>Find resources on topics of interest, with assistance</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Have a librarian visit the classroom to talk about different topics and most checked out topics. • Set out certain topics of books. <ul style="list-style-type: none"> ○ Have student’s journal/write/draw about their favorite topic. Introduce a certain topic and gather information on whether students will enjoy said topic.
	ST	CA 2, 3 1.1, 1.2	CA 2, 3 1.1, 1.4
	FR	I 2a, d, III 1d, K-4	I 2a, d, III 1d, K-4
D	Sources Consulted	<p>Develop awareness, through discussion, that credit is to be given for others’ ideas, images and information, with assistance</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Play the <i>Game Who's Paper is this?</i> Have students do an art project, but "forget" to remind them to put their names on their papers. Once collected then see who hasn’t written their name and state that their art is amazing, but there is no name on it so who can credit be given to? Develop a discussion based on the game above. <p>W.K.8 ICTL2B.K.a With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.K.8 ICTL5B.K With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Give credit, through discussion, for others’ ideas, images and information, with assistance</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Have students do an art project/create book/create comic strips. Pass items around, citing to each other whose work they hold. • Write brief book reports on nonfiction books, citing.
	ST	CA 4 1.4, 1.7, 1.8, 2.3, 4.4	CA 4 1.4, 1.7, 1.8, 2.3, 4.4
	FR	IV 3d, K-4	IV 3d, K-4

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media		
	GRADE K	GRADE 1
Media Messages	<p>A Identify, with assistance, topics of messages conveyed through oral and visual media</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Look at different brands and logos of famous companies by watching advertising jingles. <ul style="list-style-type: none"> ○ Break into groups and pick an item in classroom to develop a advertisement jingle. Present to class. • Use computers to enhance learning strategies. • Search out visual and audio media that correlates with your thematic topics of curriculum. • Use Books on Tape, to draw or diagram topics related to current curriculum. • Use character maps, charts, or diagrams to find out details of the stories. Use in all aspects of curriculum. 	<p>Identify, with assistance, simple messages conveyed through oral and visual media</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Look at different brands and logos of famous companies by watching advertising jingles. <ul style="list-style-type: none"> ○ Break into groups and pick an item in classroom to develop a advertisement jingle. Present to class. • Use computers to enhance learning strategies. • Search out visual and audio media that correlates with your thematic topics of curriculum. • Use Books on Tape, to draw or diagram topics related to current curriculum. • Use character maps, charts, or diagrams to find out details of the stories. Use this in all aspects of curriculum.
	<p>ST CA 5 1.5, 1.7, 2.7</p> <p>FR I 6h, II 5 f & I, III 1j, 3a, K-4</p>	<p>CA 5 1.5, 1.7, 2.7</p> <p>I 6h, II 5 f & I, III 1j, 3a, K-4</p>

L.K.4.a-b

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

- a. identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*) use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word

<p>L.1.5.a-d With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. <p>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>).</p>
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