

Common Core Curriculum Framework – McGaughey Kindergarten English Language Arts (K – ELA)

Standard/Skill(s)	Topic/Lesson	Quarter	Activities/Materials	Assessment	Supplemental Resources
Reading Standards for Literature - Key Ideas and Details					
1. With prompting and support, ask and answer questions about key details in a text.		1-4	Selected Quality Children’s Literature /Read A-louds / Big Books / Emergent Readers	Observation Student Response	Abrams Land of the Letter People / Step by Step Guided Reading Raz Kids / Tumble Books Reading A to Z Teachers Pay Teachers
2. With prompting and support, retell familiar stories, including key details.		1-4	Selected Quality Children’s Literature /Read A-louds / Big Books / Emergent Readers	Observation Student Response	Abrams Land of the Letter People / Step by Step Guided Reading Raz Kids/ Tumble Books Reading A to Z Teachers Pay Teachers
3. With prompting and support, identify characters, settings, and major events in a story.		1-4	Selected Quality Children’s Literature /Read A-louds / Big Books / Emergent Readers	Observation Student Response	Abrams Land of the Letter People / Step by Step Guided Reading Raz Kids/ Tumble Books Reading A to Z Teachers Pay Teachers
Reading Standards for Literature – Craft and Structure					
4. Ask and answer questions about unknown words in a text.		1-4	Selected Quality Children’s Literature /Read A-louds / Big Books / Emergent Readers	Observation Student Response	Abrams Land of the Letter People / Step by Step Guided Reading Raz Kids/ Tumble Books Reading A to Z Teachers Pay Teachers
5. Recognize common types of texts (e.g., storybooks, poems).		3-4	Selected Quality Children’s Literature /Read A-louds / Big Books / Emergent Readers	Observation Student Response	Nursery Rhymes / Poetry Collections / Reader’s Workshop

					Abrams Land of the Letter People / Step by Step Guided Reading Raz Kids/ Tumble Books Reading A to Z Teachers Pay Teachers
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		1-4	Selected Quality Children's Literature /Read A-louds / Big Books / Emergent Readers	Observation Student Response	Reader's Workshop Abrams Land of the Letter People / Step by Step Guided Reading Raz Kids/ Tumble Books Reading A to Z Teachers Pay Teachers
Reading Standards for Literature – Integration of Knowledge and Ideas					
7. 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).		1-4	Selected Quality Children's Literature /Read A-louds / Big Books / Emergent Readers	Observation Student Response	Reader's Workshop Abrams Land of the Letter People / Step by Step Guided Reading Raz Kids/ Tumble Books Reading A to Z Teachers Pay Teachers
8. (Not applicable to literature)					
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		2-4	Selected Quality Children's Literature /Read A-louds / Big Books / Emergent Readers	Observation Student Response	Reader's Workshop Abrams Land of the Letter People / Step by Step Guided Reading Raz Kids/ Tumble Books Reading A to Z Teachers Pay Teachers
Reading Standards for Literature – Range of Reading and Level of Text Complexity					
10. Actively engage in group reading activities with purpose and understanding.		1-4	Selected Quality Children's Literature /Read A-louds / Big Books / Emergent Readers	Observation Student Response	Reader's Workshop Abrams Land of the Letter People / Step by Step Guided Reading Raz Kids/ Tumble Books Reading A to Z Teachers Pay Teachers
Reading Standards for Informational Text - Key Ideas and Details					

1. With prompting and support, ask and answer questions about key details in a text.		1-4	Selected Quality Children's Informational Text / Read A-louds Big Books / Emergent Readers	Observation Student Response	Scholastic "Let's Find Out" Magazine / Brain Pop Jr. / National Geographic / Raz Kids/ Tumble Books Reading A to Z Reader's Workshop Teachers Pay Teachers
2. With prompting and support, identify the main topic and retell key details of a text.		1-4	Selected Quality Children's Informational Text / Read A-louds Big Books / Emergent Readers	Observation Student Response	Scholastic "Let's Find Out" Magazine / Brain Pop Jr. / National Geographic / Raz Kids/ Tumble Books Reading A to Z Reader's Workshop Teachers Pay Teachers
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		1-4	Selected Quality Children's Informational Text / Read A-louds Big Books / Emergent Readers	Observation Student Response	Scholastic "Let's Find Out" Magazine / Brain Pop Jr. / National Geographic / Raz Kids/ Tumble Books Reading A to Z Reader's Workshop Teachers Pay Teachers
Reading Standards for Informational Text – Craft & Structure					
4. With prompting and support, ask and answer questions about unknown words in a text.		1-4	Selected Quality Children's Informational Text / Read A-louds Big Books / Emergent Readers	Observation Student Response	Scholastic "Let's Find Out" Magazine / Brain Pop Jr. / National Geographic / Raz Kids/ Tumble Books Reading A to Z Reader's Workshop Teachers Pay Teachers
5. Identify the front cover, back cover, and title page of a book.		1-4	Selected Quality Children's Informational Text / Read A-louds Big Books / Emergent Readers	Observation Student Response	Scholastic "Let's Find Out" Magazine / Brain Pop Jr. / National Geographic / Raz Kids/ Tumble Books Reading A to Z Reader's Workshop Teachers Pay Teachers
6. Name the author and illustrator of a text and		1-4	Selected Quality Children's Informational Text / Read A-louds Big Books / Emergent Readers	Observation Student Response	Scholastic "Let's Find Out" Magazine / Brain Pop Jr. /

define the role of each in presenting the ideas or information in a text.					National Geographic / Raz Kids/ Tumble Books Reading A to Z Reader's Workshop Teachers Pay Teachers
---	--	--	--	--	--

Reading Standards for Informational Text – Integration of Knowledge and Ideas

7. 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).		1-4	Selected Quality Children's Informational Text / Read A-louds Big Books / Emergent Readers	Observation Student Response	Scholastic "Let's Find Out" Magazine / Brain Pop Jr. / National Geographic / Raz Kids/ Tumble Books Reading A to Z Reader's Workshop Teachers Pay Teachers
--	--	------------	---	---	---

8. With prompting and support, identify the reasons an author gives to support points in a text.		3-4	Selected Quality Children's Informational Text / Read A-louds Big Books / Emergent Readers	Observation Student Response	Scholastic "Let's Find Out" Magazine / Brain Pop Jr. / National Geographic / Raz Kids/ Tumble Books Reading A to Z Reader's Workshop Teachers Pay Teachers
--	--	------------	---	---	---

9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		1-4	Selected Quality Children's Informational Text / Read A-louds Big Books / Emergent Readers	Observation Student Response	Scholastic "Let's Find Out" Magazine / Brain Pop Jr. / National Geographic / Raz Kids/ Tumble Books Reading A to Z Reader's Workshop Teachers Pay Teachers
--	--	------------	---	---	---

Reading Standards for Informational Text - Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.		1-4	Selected Quality Children's Informational Text / Read A-louds Big Books / Emergent Readers	Observation Student Response	Scholastic "Let's Find Out" Magazine / Brain Pop Jr. / National Geographic / Raz Kids/ Tumble Books Reading A to Z Reader's Workshop Teachers Pay Teachers
---	--	------------	---	---	---

Reading Standards: Foundational Skills - Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page by page.		1-4	Selected Quality Children’s Literature and Children’s Informational Text / Read A-louds Big Books / Emergent Readers	Observation Student Response	Scholastic “Let’s Find Out” Magazine / Brain Pop Jr. / National Geographic / Raz Kids/ Tumble Books Reading A to Z Reader’s Workshop Abrams Land of the Letter People / Step by Step Guided Reading Teachers Pay Teachers
b. Recognize that spoken words are represented in written language by specific sequences of letters.		1-4	Selected Quality Children’s Literature and Children’s Informational Text / Read A-louds Big Books / Emergent Readers	Observation Student Response	Scholastic “Let’s Find Out” Magazine / Brain Pop Jr. / National Geographic / Raz Kids/ Tumble Books Reading A to Z Reader’s Workshop Abrams Land of the Letter People / Step by Step Guided Reading/Daily 5/Literacy Centers Teachers Pay Teachers
c. Understand that words are separated by spaces in print.		1-4	Selected Quality Children’s Literature and Children’s Informational Text / Read A-louds Big Books / Emergent Readers	Observation Student Response	Scholastic “Let’s Find Out” Magazine / Brain Pop Jr. / National Geographic / Raz Kids/ Tumble Books Reading A to Z Reader’s Workshop Abrams Land of the Letter People / Step by Step Guided Reading/ Daily 5 Teachers Pay Teachers
d. Recognize and name all upper- and lowercase letters of the alphabet.		1-4	Selected Quality Children’s Literature and Children’s Informational Text / Read A-louds Big Books / Emergent Readers	Observation Student Response Report Card Quarterly Check List AIMS Web	Scholastic “Let’s Find Out” Magazine / Brain Pop Jr. / National Geographic / Raz Kids/ Tumble Books Reading A to Z

					Reader's Workshop Abrams Land of the Letter People / Step by Step Guided Reading/ Literacy Centers/Daily 5 Teachers Pay Teachers
--	--	--	--	--	---

Reading Standards: Foundational Skills - Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.		1-4	Selected Quality Children's Literature / Read A-louds Big Books / Emergent Readers Heggerty Phonemic Awareness Nursery Rhyme Collections	Observation Student Response Report Card Quarterly Check List	Brain Pop Jr. / Abrams Land of the Letter People / Step by Step Guided Reading / ABCya / Lakeshore Smartboard Literacy Games / Poetry Collections/Morning Message/iPads/Daily 5 Teachers Pay Teachers
b. Count, pronounce, blend, and segment syllables in spoken words.		1-4	Heggerty Phonemic Awareness Emergent Readers Journal Writing	Observation Student Response AIMS Web Report Card Quarterly Check List	Word-of-the-Day Journal iPads/Morning Message Literacy Centers/Daily 5 Teachers Pay Teachers
c. Blend and segment onsets and rimes of single-syllable spoken words.		1-4	Heggerty Phonemic Awareness Emergent Readers Journal Writing	Observation Student Response AIMS Web Report Card Quarterly Check List	Heidi Songs – CVC words iPads/Literacy Centers/Daily 5/ Teachers Pay Teachers
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This doesnot include CVCs ending with /l/, /r/, or /x/.)		1-4	Heggerty Phonemic Awareness Emergent Readers Journal Writing	Observation Student Response AIMS Web Report Card Quarterly Check List	Heidi Songs – CVC words iPads/Literacy Centers/Daily 5/ Teachers Pay Teachers Abrams Land of the Letter People/ Step by Step Guided Reading

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		1-4	Heggerty Phonemic Awareness Emergent Readers Journal Writing	Observation Student Response Report Card Quarterly Check List	Heidi Songs – CVC words iPads/Literacy Centers/Daily 5/ Teachers Pay Teachers Abrams Land of the Letter People/ Step by Step Guided Reading
--	--	-----	--	---	---

Reading Standards: Foundational Skills - Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.		1-4	Heggerty Phonemic Awareness Emergent Readers Journal Writing	Observation Student Response Report Card Quarterly Check List	Heidi Songs – CVC words iPads/Literacy Centers/Daily 5/ Teachers Pay Teachers Abrams Land of the Letter People/ Step by Step Guided Reading
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.		1-4	Heggerty Phonemic Awareness Emergent Readers Journal Writing	Observation Student Response Report Card Quarterly Check List	Heidi Songs – CVC words iPads/Literacy Centers/Daily 5/ Teachers Pay Teachers Abrams Land of the Letter People/ Step by Step Guided Reading
c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).		1-4	Heggerty Phonemic Awareness Emergent Readers Journal Writing	Observation Student Response Report Card Quarterly Check List	Heidi Songs – CVC words iPads/Literacy Centers/Daily 5/ Teachers Pay Teachers Abrams Land of the Letter People/ Step by Step Guided Reading
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		2-4	Heggerty Phonemic Awareness Emergent Readers Journal Writing	Observation Student Response Report Card Quarterly Check List	Heidi Songs – CVC words iPads/Literacy Centers/Daily 5/ Teachers Pay Teachers Abrams Land of the Letter People/ Step by Step Guided Reading

Reading Standards: Foundational Skills - Fluency

4. Read emergent-reader texts with purpose and understanding.

		1-4	Emergent Readers	Observation Student Response	iPads/Literacy Centers/Daily 5/ Abrams Land of the Letter People/ Step by Step Guided Reading Raz Kids/Reading A to Z/ Hubbardscupboard.org/ Scholastic "Let's Find Out" Magazine
--	--	------------	-------------------------	---	--

Writing Standards - Text Types and Purposes

1. 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>).		1-4	Journal Writing Student Response to Literature Selected Children's Literature	Report Card Benchmark Writing Rubric and Observation	Writer's Workshop/Guided Writing/Shared Writing/ KID Writing/Teaching Writing in Kindergarten/ Step by Step Guided Reading
2. 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.		2-4	Journal Writing Student Response to Literature Informational Children's Text	Report Card Benchmark Writing Rubric and Observation	Writer's Workshop/Guided Writing/Shared Writing/ KID Writing/Teaching Writing in Kindergarten/ Step by Step Guided Reading
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		4	Journal Writing Student Response to Literature	Report Card Benchmark Writing Rubric and Observation	Writer's Workshop/Guided Writing/Shared Writing/ KID Writing/Teaching Writing in Kindergarten/ Step by Step Guided Reading/Daily 5

Writing Standards - Production and Distribution of Writing

4. (Begins in grade 3)					
------------------------	--	--	--	--	--

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		2-4	Journal Writing Student Response to Literature	Observation Teacher Evaluation	Daily 5/ Writer's Workshop/Guided Writing/Shared Writing/ KID Writing/Teaching Writing in Kindergarten/ Step by Step Guided Reading
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		4	Journal Writing Student Response to Literature	Observation Teacher Evaluation	Daily 5/ Writer's Workshop/Guided Writing/Shared Writing/ KID Writing/Teaching Writing in Kindergarten/ Step by Step Guided Reading/iPads/Computers

Writing Standards - Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		4	Journal Writing Student Response to Literature Quality Selected Children's Literature	Observation Teacher Evaluation	Daily 5/ Writer's Workshop/Guided Writing/Shared Writing/ KID Writing/Teaching Writing in Kindergarten/ Step by Step Guided Reading/iPads/Computers
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		4	Journal Writing Student Response to Literature	Observation Teacher Evaluation	Daily 5/ Writer's Workshop/Guided Writing/Shared Writing/ KID Writing/Teaching Writing in Kindergarten/ Step by Step Guided Reading/iPads/Computers
9. (Begins in grade 4)					

Writing Standards - Range of Writing

10. (Begins in grade 3)					
-------------------------	--	--	--	--	--

Speaking and Listening Standards - Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.					
a. Follow agreed-upon rules for discussions (e.g.,		1-4	PBIS – 3R's/Cool Tool Tuesdays Selected Quality Children's Literature/ PBIS Incentives	Observation Report Card Quarterly Check List	Behavior charts/ Classroom incentives/

listening to others and taking turns speaking about the topics and texts under discussion).				Midterm Check List	Daily 5/Literacy Centers/Games
b. Continue a conversation through multiple exchanges.		1-4	PBIS – 3R’s/Cool Tool Tuesdays Selected Quality Children’s Literature/ PBIS Incentives	Observation Report Card Quarterly Check List Midterm Check List	Behavior charts/ Classroom incentives/ Daily 5/Literacy Centers/Games
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.					
		1-4	Selected Quality Children’s Literature /Read A-louds / Big Books / Emergent Readers	Observation Student Response	Abrams Land of the Letter People / Step by Step Guided Reading Raz Kids / Tumble Books Reading A to Z Teachers Pay Teachers DVD’s/United Streaming/ Brain Pop Jr./ PBS Learning/iPads/Computers
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.					
		1-4	Selected Quality Children’s Literature /Read A-louds / Big Books / Emergent Readers	Observation Student Response	Abrams Land of the Letter People / Step by Step Guided Reading Raz Kids / Tumble Books Reading A to Z Teachers Pay Teachers DVD’s/United Streaming/ Brain Pop Jr./ PBS Learning/iPads/Computers
Speaking and Listening Standards - Presentation of Knowledge and Ideas					
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		1-4	Whole Group Circle Time Pair Share/Journal Writing/ Student Conferencing	Observation Student Response	Daily 5/Literacy Centers/ Morning Message/ Writer’s Workshop/ Reader’s Workshop
5. Add drawings or other visual displays to descriptions as desired to provide additional		1-4	Whole Group Circle Time Pair Share/Journal Writing/ Student Conferencing/Class Books	Observation Student Response	Daily 5/Literacy Centers/ Morning Message/ Writer’s Workshop/ Reader’s Workshop

detail.					
6. Speak audibly and express thoughts, feelings, and ideas clearly.		1-4	Whole Group Circle Time Pair Share/Journal Writing/ Student Conferencing	Observation Student Response PBIS Reflection Tool	Daily 5/Literacy Centers/ Morning Message/ Writer's Workshop/ Reader's Workshop
Language Standards - Conventions of Standard English					
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
a. Print all upper- and lowercase letters.		1-4	D'Nealian Worksheets Primary Tablet (computer) iPad apps/Morning Message	Observation Report Card Quarterly Check List	Literacy Centers/Daily 5/ Shared Writing
b. Use frequently occurring nouns and verbs.		1-4	Journals Morning Message/Circle Time	Observation	Shared Writing/Student Presentations iPads/Literacy Centers/Daily 5/ Abrams Land of the Letter People/ Step by Step Guided Reading Raz Kids/Reading A to Z/ Hubbardscupboard.org/ Scholastic "Let's Find Out" Magazine
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).		1-4	Journals Morning Message/Circle Time	Observation	Shared Writing/Student Presentations iPads/Literacy Centers/Daily 5/ Abrams Land of the Letter People/ Step by Step Guided Reading Raz Kids/Reading A to Z/ Hubbardscupboard.org/ Scholastic "Let's Find Out" Magazine
d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when,</i>		1-4	Journals Morning Message/Circle Time	Observation	Shared Writing/Student Presentations iPads/Literacy Centers/Daily 5/

<i>why, how</i>).					Abrams Land of the Letter People/ Step by Step Guided Reading Raz Kids/Reading A to Z/ Hubbardscupboard.org/ Scholastic "Let's Find Out" Magazine
e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).		1-4	Journals Morning Message/Circle Time Bridges Mathematics	Observation	Shared Writing/Student Presentations iPads/Literacy Centers/Daily 5/ Abrams Land of the Letter People/ Step by Step Guided Reading Raz Kids/Reading A to Z/ Hubbardscupboard.org/ Scholastic "Let's Find Out" Magazine
f. Produce and expand complete sentences in shared language activities.		1-4	Journals Morning Message/Circle Time Pair Share/Student Conferencing	Observation	Shared Writing/Student Presentations iPads/Literacy Centers/Daily 5/
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .		1-4	Journals Morning Message	Report Card Benchmark Writing Rubric and Observation	Writer's Workshop/Guided Writing/Shared Writing/ KID Writing/Teaching Writing in Kindergarten/ Step by Step Guided Reading/Daily 5
b. Recognize and name end punctuation.		1-4	Journals Morning Message	Report Card Benchmark Writing Rubric and Observation	Writer's Workshop/Guided Writing/Shared Writing/ KID Writing/Teaching Writing in Kindergarten/

					Step by Step Guided Reading/Daily 5
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).		1-4	Journals Morning Message Heggerty Phonemic Awareness	Report Card Benchmark Writing Rubric and Observation	Writer's Workshop/Guided Writing/Shared Writing/ KID Writing/Teaching Writing in Kindergarten/ Step by Step Guided Reading/Daily 5
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		1-4	Journals Morning Message Heggerty Phonemic Awareness	Report Card Benchmark Writing Rubric and Observation	Writer's Workshop/Guided Writing/Shared Writing/ KID Writing/Teaching Writing in Kindergarten/ Step by Step Guided Reading/Daily 5
Language Standards - Knowledge of Language					
3. (Begins in grade 2)					
Language Standards - Vocabulary Acquisition and Use					
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.					
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).		2-4	Selected Quality Children's Literature /Read A-louds / Big Books / Emergent Readers	Observation Student Response	Reader's Workshop Abrams Land of the Letter People / Step by Step Guided Reading Raz Kids/ Tumble Books Reading A to Z Teachers Pay Teachers
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.		4	Selected Quality Children's Literature /Read A-louds / Big Books / Emergent Readers/ Heggerty Phonemic Awareness	Observation Student Response	Reader's Workshop Abrams Land of the Letter People / Step by Step Guided Reading Raz Kids/ Tumble Books Reading A to Z Teachers Pay Teachers
5. With guidance and support from adults, explore word relationships and nuances in word meanings.					
a. Sort common objects into categories (e.g., shapes,		1-4	Bridges Mathematics Heggerty Phonemic Awareness	Observation	Lakeshore Smartboard Learning Games/Brain Pop

foods) to gain a sense of the concepts the categories represent.			Selected Children’s Literature Informational Children’s Text		Jr./iPads/Center Activities/Computers
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		1-4	Bridges Mathematics Selected Children’s Literature Informational Children’s Text	Observation	Lakeshore Smartboard Learning Games/Brain Pop Jr./iPads/Center Activities/Computers
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).		1-4	Bridges Mathematics Heggerty Phonemic Awareness Selected Children’s Literature Informational Children’s Text	Observation	Lakeshore Smartboard Learning Games/Brain Pop Jr./iPads/Center Activities/Computers
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.		1-4	Selected Children’s Literature Informational Children’s Text	Observation Role Play – Student Performance	Lakeshore Smartboard Learning Games/Brain Pop Jr./iPads/Center Activities/Computers
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts					
		1-4	Journals Morning Message/Circle Time Pair Share/Student Conferencing	Observation	Shared Writing/Student Presentations iPads/Literacy Centers/Daily 5/