

Ganado Unified School District #20

(English Language Arts/Kindergarten)

PACING Guide SY 2020-2021

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1st Quarter (August 3, 2021 – October 7, 2021)				
<i>MyView Literacy Curriculum</i> <i>SAAVAS Learning Company</i> Student Edition and Teacher Edition K.1 <ul style="list-style-type: none"> Reading Workshop Whole Group, Small Group, Foundational Skills Reading –Writing Bridge Writing Workshop Project-Based Inquiry 	K.WF.1. Demonstrate and apply handwriting skills. <ol style="list-style-type: none"> Match upper and lower case manuscript letters. Write upper and lower manuscript letters, with reference to a model. Write left to right using appropriate spacing between words. 	Unit 1 Letter Recognition Unit Week 1-5: Learn the alphabet by recognizing and identifying it from a-z. Use different strategies. (strategies are in the book)	I will write uppercase and lowercase letters.	Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz.
<i>Mission Accomplished!</i> <u>Writing Workshop</u> Launching Writing Workshop	K.RF.1 Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequencing of letters. Identify that a sentence is made up of a group of words. Recognize the difference between a letter and a printed word. Understand that words are separated by spaces in print. Recognize and name all upper and lowercase letters of the alphabet. 	Unit 1 Theme: Going Places <i>Essential Question:</i> What makes a place special?	I can read realistic fiction. I can use words to tell about stories. I can draw or write.	<u>Unit Academic Vocabulary</u> map move land special
		<u>Week 1</u> How does imagination make a place seem different?	I can draw or write. Students will <ul style="list-style-type: none"> learn to think like an author begin writing independently learn how to talk about writing 	<u>High Frequency Words</u> I am the
				<u>Develop Vocabulary</u> cube circle square triangle

<i>Too Many Places to Hide</i>	K.RL.1 With prompting and support, ask and answer questions about key details in a text	<u>Week 2</u> What is exciting about moving to a new place?	I can read realistic fiction. I can use words to tell about stories. I can draw or write. I can explore the elements of a list book. Students will <ul style="list-style-type: none"> generate ideas and plan list book earn that drawings are a type of graphic edit for adjectives, nouns, prepositions, and capitalization 	<u>High Frequency Words</u> a to like <u>Develop Vocabulary</u> crawls peeks unpacks plunks
<u>Writing Workshop</u> Launching Writing Workshop	K.RL.2 With prompting and support, retell familiar stories, including key details. K.RL.3 With prompting and support, identify characters, settings, and major events in a story.			
<i>At the Library</i>	K.RI.6 With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<u>Week 3</u> What makes us want to visit a special place?	I can read about special places. I can use words to make connections. I can draw or write. Students will <ul style="list-style-type: none"> learn about the elements of fiction and generate ideas understand characters, setting, and plot incorporate problems and solutions compose a beginning and an ending 	<u>High Frequency Words</u> he is have <u>Develop Vocabulary</u> library movie librarian computers
<u>Writing Workshop</u> Launching Writing Workshop	K.RI.2 With prompting and support, identify the main topic and retell key details of a text. K.RI.5 Recognize common types of informational text; identify the front cover, back cover, and title page of a book.			
<i>Where is Twister?</i>	K.RL.9 With prompting and support, compare and contrast the adventures and characters and experiences of characters in familiar stories.	<u>Week 4</u> What is fun about exploring new places?	I can read realistic fiction. I can use words to tell about stories. I can draw or write. Students will <ul style="list-style-type: none"> explore elements of a personal narrative develop drafts orally or by drawing organize events in a proper sequence and conclude with a resolution 	<u>High Frequency Words</u> my we make <u>Develop Vocabulary</u> slips follows chasing scrambles
<u>Writing Workshop</u> Launching Writing Workshop	K.RF.4 Read emergent-reader texts with purpose and understanding.			

K.WF.2 Demonstrate and apply, sound letters concept when writing.

A Visit to the Art Store

Writing Workshop
Launching Writing
Workshop

K.RF.3 Know and apply phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one to one letter sound correspondence by producing the primary or most frequent sound for each consonant and the five major vowels.

b. Decode regularly spelled closed-syllable words.

c. Read **50** common high frequency words by sight from a research-based word list.

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Week 5
How can we describe special places?



Week 6
Project—Based Inquiry
Project: *Let's Go!*

Review Unit 1

- edit for punctuation, capitalization, and spelling

I can read realistic fiction.
I can use words to tell about stories.
I can draw or write.

Students will

- generate ideas and use a graphic organizer to plan
- learn how to compose questions and answers
- understand how pictures and drawings add detail.
- identify digital tools for writing and publishing

High Frequency Words
me
for
with

Develop Vocabulary
markers
brushes
tools
pencils

2nd Quarter (October 12, 2021 – December 17, 2021)

<p>MyView Literacy Curriculum SAAVAS Learning Company Student Edition and Teacher Edition K.2</p> <ul style="list-style-type: none"> • Reading Workshop Whole Group, Small Group, Foundational Skills • Reading –Writing Bridge • Writing Workshop • Project-Based Inquiry <p>Animals on the Move</p> <p><u>Writing Workshop</u> Informational Text List Book</p>	<p>K.RL.5 Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.</p> <p>K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>K.SL.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. <p>K.SL.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.</p>	<p>Unit 2 Theme: Living Together Essential Question: What do living things need?</p>  <p>Week 1 Why do some animals move from place to place?</p>	<p>I can read informational text. I can use words to tell about informational text. I can write an informational text.</p> <p>Students will</p> <ul style="list-style-type: none"> • learn about the elements of list of books, such as the title, main idea, and details • refer back to the stack to identify how authors incorporate these elements • apply what they have learned about these elements in their own writing 	<p><u>Unit 2 Academic Vocabulary</u> grow need share depend</p> <p><u>High-frequency Words</u> of are that</p> <p><u>Develop Vocabulary</u> butterflies geese whales</p>
--	--	--	---	--

<p><i>From Nectar to Honey</i></p> <p><u>Writing Workshop</u> Informational Text List Book</p>	<p>K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><u>Week 2</u> How do some living things make what they need?</p>	<p>I can read about what living things need. I can use words to make connections. I can write an informational text.</p> <p>Students will</p> <ul style="list-style-type: none"> learn about the elements of list of books, such as the title, main idea, and details refer back to the stack to identify how authors incorporate these elements apply what they have learned about these elements in their own writing 	<p><u>High-frequency Words</u> do you they</p> <p><u>Develop Vocabulary</u> bees honey nectar hive</p>
<p><i>Do We Need This?</i></p> <p><u>Writing Workshop</u> Informational Text List Book</p>	<p>K.WF.1 Demonstrate and apply handwriting skills.</p> <ol style="list-style-type: none"> Match upper and lower case manuscript letters. Write upper and lower case manuscript letters. Write left to right using appropriate spacing between words. <p>K.WF.3 Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"> Represent phonemes in simple words, using letter-sound relationships. Write or select an initial or final consonant when a medial vowel is provided. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. Accurately write grade-level appropriate words, as found in a research-based word list. (*See guidelines under <i>Word Lists</i> in the 	<p><u>Week 3</u> How do we know what we need?</p>	<p>I can read about what living things need. I can use words to make connections. I can write an informational text.</p> <p>Student will</p> <ul style="list-style-type: none"> learn that drawings are a type of graphic. understand that letters make up words and words and spaces make up sentences. organize their ideas for writing 	<p><u>High-frequency Words</u> one two three</p> <p><u>Develop Vocabulary</u> food water shelter</p>
<p><i>Open Wide!</i></p> <p><u>Writing Workshop</u> Informational Text List Book</p>	<p>K.WF.3 Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"> Represent phonemes in simple words, using letter-sound relationships. Write or select an initial or final consonant when a medial vowel is provided. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds. Accurately write grade-level appropriate words, as found in a research-based word list. (*See guidelines under <i>Word Lists</i> in the 	<p><u>Week 4</u> How do different animals eat their food?</p>	<p>I can read informational text. I can use words to tell about informational text. I can write informational text.</p> <p>Students will</p> <ul style="list-style-type: none"> apply rules for organization edit their work for adjectives and nouns 	<p><u>High-frequency Words</u> four five here</p> <p><u>Develop Vocabulary</u> shark eagle turtle hummingbird</p>

<p><i>Run, Jump, and Swim</i></p> <p><u>Writing Workshop</u> Informational Text List Book</p> <p><i>MyView Literacy Curriculum</i> <i>SAAVAS Learning Company</i> Student Edition and Teacher Edition K.3</p> <ul style="list-style-type: none"> • Reading Workshop Whole Group, Small Group, Foundational Skills • Reading –Writing Bridge • Writing Workshop • Project-Based Inquiry <p><i>How Anansi Got His Stories</i></p> <p><u>Writing Workshop</u> Narrative Fiction</p>	<p>ELA Glossary.)</p> <p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Identify and produce sounds (phonemes) in a spoken word. Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/). Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs (consonant-vowel-consonant) ending with /l/, /r/, or /x/.) Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words. <p>K.RF.4 Read emergent-reader texts with purpose and understanding.</p> <p><i>*Goes with At-Home Reading Standards</i></p>	<p><u>Week 5</u> Why is exercise important?</p> <p><u>Week 6</u> Project—Based Inquiry Project: <i>Get a Pet!</i></p> <p><i>Review Unit 2</i></p> <p>Unit 3 Theme: Tell Me a Story Essential Question Why Do We Like Stories?</p> <p><u>Week 1</u> Why do we learn from stories?</p>	<p>I can read about what living things need. I can use words to make connections. I can write an informational text.</p> <p>Students will</p> <ul style="list-style-type: none"> • edit for prepositions and capitalization • present their list of books to the class • review what they have learned about list books <p>I can read traditional stories. I can use words to tell about stories. I can write a story.</p> <p>Students will</p> <ul style="list-style-type: none"> • explore elements of fictions • understand character, setting, and plot • generate ideas and plan their own fictional story 	<p><u>High-frequency Words</u> go from yellow</p> <p><u>Develop Vocabulary</u> push swim climb carry</p> <p><u>Unit Academic Vocabulary</u> choose explain meaning character</p> <p><u>Develop Vocabulary</u> king lion leopard</p> <p><u>High Frequency Words</u> was said where</p>
---	--	--	---	---

<p><i>The Gingerbread Man and The Story of Cornbread Man</i></p> <p><u>Writing Workshop</u> Narrative Fiction</p>		<p><u>Week 2</u> How are two versions of the same story alike and different?</p>	<p>I can read traditional stories. I can use words to tell about stories. I can write a story.</p> <p>Students will</p> <ul style="list-style-type: none"> • learn about the elements of fictional stories • learn how to write about their settings and characters • incorporate problems and resolutions into their plots 	<p><u>Develop Vocabulary</u> catch baking jumped gobbled</p> <p><u>High Frequency Words</u> any come play</p>
<p><i>Poetry Collection</i></p> <p><u>Writing Workshop</u> Narrative Fiction</p>		<p><u>Week 3</u> Why do we like poems?</p>	<p>I can read to learn why people like stories. I can use words to make connections. I can write a story.</p> <p>Students will</p> <ul style="list-style-type: none"> • learn the structure of fiction books • organize the events of their story • compose a beginning for their story • compose an ending for their story 	<p><u>Develop Vocabulary</u> fast soon down great</p> <p><u>High Frequency Words</u> her how down</p>

3rd Quarter (January 3, 2022 – March 11, 2022)

MyView Literacy Curriculum
 SAAVAS Learning Company
 Student Edition and Teacher Edition
 K.3

The Best Stories

Writing Workshop
 Narrative
 Fiction

K.RL.4 With prompting and support, ask and answer questions about unknown words in a text.

K.RL.4 With prompting and support, ask and answer questions about unknown words in a text.

K.RL.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)

K.RL.8 With prompting and support, identify the reasons an author gives to support points in a text.

Unit 3 Theme:
Tell Me a Story
Essential Question
 Why Do We Like Stories?

Week 4
 Why do we like certain kinds of stories?

I can read to learn why people like stories.
 I can use words to make connections.
 I can write a story.

Students will

- learn about subjective and objective pronouns
- identify the naming part and action part of a sentence
- edit for adjectives, articles, and pronouns

Unit Academic Vocabulary
 choose
 explain
 meaning
 character

Develop Vocabulary
 castle
 pretend
 explorer
 adventure

High Frequency Words
 away
 give
 little

Mosni Can Help

Writing Workshop
 Narrative
 Fiction

K.W.1 With guidance and support from adults, 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., *My favorite book is . . .*).

K.W.2 With guidance and support from adults, 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.

Week 5
 What do myths teach us about nature?

I can read traditional stories.
 I can use words to tell about stories.
 I can write a story.

Students will

- explore elements of opinion writing
- understand topics, opinions, and reasons
- generate ideas and plan their own opinion pieces

Develop Vocabulary
 octopus
 jellyfish
 creatures

High Frequency Words
 were
 some
 funny

Week 6
 Project- Based Inquiry
 Project: *My Favorite Story*

Review Unit 3

<p>MyView Literacy Curriculum SAAVAS Learning Company Student Edition and Teacher Edition K.4</p> <ul style="list-style-type: none"> Reading Workshop Whole Group, Small Group, Foundational Skills Reading –Writing Bridge Writing Workshop Project-Based Inquiry 	<p>K.W.3 With guidance and support from adults, 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.</p> <p>K.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).</p>	<p>Unit 4: Then and Now Essential Question: What can we learn from the past?</p>	<p><u>Unit Academic Vocabulary</u> time change discover tradition</p>
<p><i>Cars Are Always Changing</i></p> <p><u>Writing Workshop</u> Narrative Personal Narrative</p>	<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Identify and produce sounds (phonemes) in a spoken word. Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/). Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme* (This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/. Add or substitute and delete individual phonemes in simple, one-syllable words to make new words. 	<p>Week 1 Why is it important to make invention better?</p> <p>Week 2 How do we learn about the past?</p>	<p><u>High Frequency Words</u> find over again</p> <p><u>Vocabulary</u> crank radio engine CD player</p> <p><u>High Frequency Words</u> all now pretty</p> <p><u>Vocabulary:</u> shovels brushes past scientists</p>

<i>Grandma's Phone</i>	K.WF.3 Know and apply phonics and word analysis skills in encoding words.	<u>Week 3</u> How has communication changed over time?	I can read about the past. I can use words to make connections. I can write a story about myself.	<u>High Frequency Words</u> black brown white
<u>Writing Workshop</u> Narrative Personal Narrative	<ol style="list-style-type: none"> Represent phonemes in simple words, using letter-sound relationships. Write or select an initial or final consonant when a medial vowel is provided. Spell VC (Vowel-Consonant) (e.g., <i>at, in</i>) and CVC (Consonant-Vowel-Consonant) (e.g., <i>pet, mud</i>) words with short vowel sounds. Accurately write grade-level appropriate words, as found in a research-based word list. (*See guidelines under <i>Word Lists</i> in ELA Glossary.) Attempt phonetic spelling of unknown words. 	<u>Week 4</u> What was like in the past?	Students will <ul style="list-style-type: none"> explore what happens first, next, and last in a personal narrative organize the events in their personal narratives conclude my personal narrative with a resolution 	<u>Vocabulary</u> far visit pumpkin
<i>Changing Laws, Changing Lives: Martin Luther King Jr.</i>	K.RF.4 Read emergent-reader texts with purpose and understanding.	<u>Week 5</u> What can we learn from family traditions?	I can read narrative nonfiction. I can use words to tell about narrative nonfiction. I can write a story about myself.	<u>High Frequency Words</u> good open could
<u>Writing Workshop</u> Narrative Personal Narrative			Students will <ul style="list-style-type: none"> learn about subjective and objective case pronouns identify the naming part and actin part of a sentence edit for punctuation 	<u>Vocabulary</u> laws speech country marched
<i>Tempura, Tempura</i>		<u>Week 6</u> Project-Based Inquiry Project: <i>Looking Back</i>	I can read about the past. I can use words to make connections. I can write a story about myself.	<u>High Frequency Words:</u> want every please
<u>Writing Workshop</u> Narrative Personal Narrative		<i>Review Unit 4</i>	Students will <ul style="list-style-type: none"> edit for capitalization of names edit for spelling review what they have learned about personal narratives 	<u>Vocabulary</u> served sailed shared brought

4th Quarter (March 21 , 2022 to May 26, 2022)

MyView Literacy Curriculum

SAAVAS Learning Company

Student Edition and Teacher Edition
K.5

- Reading Workshop Whole Group, Small Group, Foundational Skills
- Reading –Writing Bridge
- Writing Workshop
- Project-Based Inquiry

Weather Around the World

Writing Workshop
Informational Text
Literary Nonfiction

A Desert in Bloom

Writing Workshop
Informational Text
Literary Nonfiction

K.RL.10 With prompting and support, actively engage in group reading activities with purpose and understanding.

K.RI.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).

K.RI.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).

K.RI.10 With prompting and support, actively engage in group reading activities with purpose and understanding.

K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Unit 5: Outside My Door

Essential Question:

What can we learn from the weather?

Week 1

How have people learned to live in bad weather?

Week 2

What helps plants live in hot climates?

I can learn informational text.

I can use words to tell about informational text.

I can write a nonfiction text.

Students will

- explore the characteristics of question and answer books
- generate ideas for their question and answer books
- use a graphic organizer to plan their writing

I can learn informational text.

I can use words to tell about informational text.

I can write a nonfiction text.

Students will

- identify details for a topic
- learn how to compose questions
- learn how to compose answers

Unit Academic Vocabulary

effect
measure
prepare
extreme

High Frequency Words

be
saw
our

Develop Vocabulary

rainy
windy

High Frequency Words

eat
soon
walk

Develop Vocabulary

desert
soil
ground
bloom

Poetry Collection	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Week 3 How do we describe weather?	I can read about weather. I can use words to make connections. I can write a nonfiction text.	<u>High Frequency Words</u> who into there
<u>Writing Workshop</u> Informational Text Literary Nonfiction	K.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. 	Week 4 How can we protect ourselves in bad weather?	Students will <ul style="list-style-type: none"> organize ideas for their question and answer books write an introduction and conclusion identify how pictures and drawings add details to question and answer books 	<u>Develop Vocabulary</u> mound roots squash shoots
Tornado Action Plan and Blizzard Action Plan	K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Week 5 How can rainy weather help Earth?	I can read informational text. I can use words to tell about informational text. I can write a nonfiction text.	<u>High Frequency Words</u> so out then
<u>Writing Workshop</u> Informational Text Literary Nonfiction	K.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. 	Project-Based Inquiry Project: <i>The Best Weather</i>	Students will <ul style="list-style-type: none"> review verbs and their tenses identify digital tools for writing identify digital tools for publishing 	<u>Develop Vocabulary</u> strong tornado blizzard powerful
Who Likes Rain?	K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	Review Unit 5	I can read about weather. I can use words to make connections. I can write a nonfiction text.	<u>High Frequency Words</u> new too when
<u>Writing Workshop</u> Informational Text Literary Nonfiction			Students will <ul style="list-style-type: none"> edit for spelling add details to words and pictures publish and celebrate their writing 	<u>Develop Vocabulary</u> rain dirt seeds

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

