

BENCHMARKS WITH EXAMPLES REPORT

ENGLISH LANGUAGE ARTS GRADE 1



Key: **Status** = Benchmarks designated as "Focus" are aligned to the Terra Nova, third edition. Benchmarks designated "Supporting" are not.
OCS Code = The benchmark code. Consists of Grade (K-8), Domain (2-3 character alpha code), Strand (1-3 character alpha code), Standard (1-9), Benchmark Number (1 or 1-1 and up), and Complexity (a, b, c).
CCSS Code = Common Core State Standards, developed by National Governors Association Center for Best Practices, Council of Chief State School Officers (www.corestandards.org).
CRS Strand = ACT College Readiness Standards developed by ACT, Inc. (www.act.org).
The CRS Strands are: TOD = Topic Development, OUC = Organization & Unity, WCH = Word Choice, SSF = Sentence Structure, COU = Conventions of Usage, COP = Conventions of Punctuation, MID = Main Ideas, SUP = Supporting Details, REL = Sequential/Comparative/Cause, MOW = Meaning of Words, GEN = Generalizations.

DOMAIN: Reading Standards for Literature					
With prompting and support, read prose and poetry of appropriate complexity for grade 1.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.RL.KID.1	1. Ask and answer questions about key details in a text.			
Supporting	1.RL.KID.1.1.c	Ask questions about key details in a story or poem		RL.1.1	SUP
Focus	1.RL.KID.1.2.c	Respond to questions about key details in a story or poem		RL.1.1	SUP
	1.RL.KID.2	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.			
Focus	1.RL.KID.2.1.b	Retell a story using key details to demonstrate understanding of a main idea or lesson		RL.1.2	MID
	1.RL.KID.3	3. Describe characters, settings, and major events in a story, using key details.			
Focus	1.RL.KID.3.1.c	Respond to questions about the main characters in a story using key details		RL.1.3	SUP
Supporting	1.RL.KID.3.2.c	Respond to questions about the setting of a story using key details		RL.1.3	SUP
Supporting	1.RL.KID.3.3.c	Respond to questions about the major events in a story using key details		RL.1.3	SUP
Status:	OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.RL.CAS.4	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			
Supporting	1.RL.CAS.4.1.b	Locate words and phrases in a story or poem that suggest feelings		RL.1.4	
Supporting	1.RL.CAS.4.2.b	Locate words and phrases in a story or poem that appeal to the senses		RL.1.4	
	1.RL.CAS.5	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.			
Supporting	1.RL.CAS.5.1.a	Identify the characteristics of books that tell stories	Note: Draw on a wide reading of a range of text types.	RL.1.5	
Supporting	1.RL.CAS.5.2.a	Identify the characteristics of books that provide information	Note: Draw on a wide reading of a range of text types.	RL.1.5	
Supporting	1.RL.CAS.5.3.b	Distinguish between books that tell stories and books that provide information	Note: Draw on a wide reading of a range of text types.	RL.1.5	REL
	1.RL.CAS.6	6. Identify who is telling the story at various points in a text.			
Supporting	1.RL.CAS.6.1.b	Identify the individual who is telling a story at any point in a text	Note: Individual might be a character within a story.	RL.1.6	MID
Status:	OCS Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.RL.IKI.7	7. Use illustrations and details in a story to describe its characters, setting, or events.			
Focus	1.RL.IKI.7.1.b	Describe characters, setting, or events in a story by using illustrations		RL.1.7	
Supporting	1.RL.IKI.7.2.b	Describe characters, setting, or events in a story by using details		RL.1.7	SUP
	1.RL.IKI.9	9. Compare and contrast the adventures and experiences of characters in stories.			
Supporting	1.RL.IKI.9.1.b	Compare and contrast the experiences of characters in stories	e.g., Experiences might include adventures	RL.1.9	REL
DOMAIN: Reading Standards: Foundational Skills					

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With prompting and support, read text of appropriate complexity for grade 1.					
Status:	OCS Code:	Strand: <i>Print Concepts (PC)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.RF.PC.1	1. Demonstrate understanding of the organization and basic features of print.			
Supporting	1.RF.PC.1.1-1.a	Recognize the use of capitalization to begin a sentence in a printed text		RF.1.1a	
Supporting	1.RF.PC.1.1-2.a	Recognize an uppercase letter as the first word in a sentence of a printed text		RF.1.1a	
Supporting	1.RF.PC.1.1-3.a	Recognize a period or quotation mark as ending punctuation in a sentence of a printed text		RF.1.1a	
Status:	OCS Code:	Strand: <i>Phonological Awareness (PA)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.RF.PA.2	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
Supporting	1.RF.PA.2.1.b	Distinguish between long and short vowel sounds in single-syllable spoken words		RF.1.2a	
Supporting	1.RF.PA.2.2.c	Create new one-syllable words by adding or substituting individual sounds in spoken words	Note: Individual sounds include consonant blends.	RF.1.2b	
Supporting	1.RF.PA.2.3-1.b	Identify initial, medial vowel, and final sounds in most three-phoneme spoken words		RF.1.2c	
Supporting	1.RF.PA.2.3-2.c	Pronounce the initial, medial vowel, and final sounds in most three-phoneme spoken words		RF.1.2c	
Supporting	1.RF.PA.2.4.c	Sequence individual sounds into spoken single-syllable words	Note: Individual sounds are phonemes.	RF.1.2d	
Status:	OCS Code:	Strand: <i>Phonics and Word Recognition (PWR)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.RF.PWR.3	3. Know and apply grade-level phonics and word analysis skills in decoding words.			
Supporting	1.RF.PWR.3.1.a	Identify the letter-sound relationships for common consonant digraphs found in a printed text		RF.1.3a	
Supporting	1.RF.PWR.3.2.c	Pronounce regularly spelled one-syllable words found in a printed text		RF.1.3b	
Supporting	1.RF.PWR.3.3-1.a	Identify final -e and common vowel team conventions for representing long vowel sounds in a printed text		RF.1.3c	
Supporting	1.RF.PWR.3.3-2.c	Pronounce one- and two syllable words with common vowel team conventions found in a printed text	e.g., The common vowel team conventions are represented by long vowel sounds	RF.1.3c	
Supporting	1.RF.PWR.3.4-1.a	Identify the number of syllables in a printed word		RF.1.3d	
Supporting	1.RF.PWR.3.4-2.a	Recognize the occurrence of a vowel sound in a syllable that is read aloud	Note: Student should have knowledge that every syllable must have a vowel sound.	RF.1.3d	
Supporting	1.RF.PWR.3.5.c	Pronounce simple two-syllable words found in a printed text by separating the words into syllables		RF.1.3e	
Supporting	1.RF.PWR.3.6-1.b	Add a group of letters to the end of a printed base word in order to create different forms of the same word		RF.1.3f	
Supporting	1.RF.PWR.3.6-2.b	Decode letter-sound correspondences for common inflectional endings found in a printed text	e.g., Inflectional endings such as ing, ed, s	RF.1.3f	
Supporting	1.RF.PWR.3.6-3.b	Determine the meaning of a word or phrase by using inflectional endings as a clue	e.g., Inflectional endings such as ing, ed, s	RF.1.3f	
Supporting	1.RF.PWR.3.7.b	Recognize grade-level words that are irregularly spelled	e.g., Could, once, walk	RF.1.3g	
Status:	OCS Code:	Strand: <i>Fluency (FLU)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.RF.FLU.4	4. Read with sufficient accuracy and fluency to support comprehension.			
Supporting	1.RF.FLU.4.1.c	Read on-level text fluently with purpose and understanding		RF.1.4a	
Supporting	1.RF.FLU.4.2-1.c	Read aloud grade-level text with increasing rate on successive readings		RF.1.4b	

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Supporting	1.RF.FLU.4.2-2.c	Read aloud grade-level text with increasing accuracy on successive readings		RF.1.4b	
Supporting	1.RF.FLU.4.2-3.c	Read aloud grade-level text with increasing expression on successive readings		RF.1.4b	
Supporting	1.RF.FLU.4.3-1.b	Use context to confirm or self-correct word recognition		RF.1.4c	MOW
Supporting	1.RF.FLU.4.3-2.b	Use context to self-correct words that are misread in a text		RF.1.4c	
DOMAIN: Reading Standards for Informational Text					
With prompting and support, read informational texts of appropriate complexity for grade 1.					
Status:	OCS Code:	Strand: <i>Key Ideas and Details (KID)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.RI.KID.1	1. Ask and answer questions about key details in a text.			
Supporting	1.RI.KID.1.1.c	Ask questions about key details in an informational text		RI.1.1	SUP
Supporting	1.RI.KID.1.2.c	Respond to questions about key details in an informational text		RI.1.1	SUP
	1.RI.KID.2	2. Identify the main topic and retell key details of a text.			
Supporting	1.RI.KID.2.1.b	Retell key details found in an informational text		RI.1.2	SUP
Supporting	1.RI.KID.2.2.b	Identify the main topic in an informational text		RI.1.2	MID
	1.RI.KID.3	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.			
Supporting	1.RI.KID.3.1.b	Describe the connections between two ideas or pieces of information in an informational text		RI.1.3	REL
Supporting	1.RI.KID.3.2.b	Describe the connections between two individuals or events in an informational text		RI.1.3	REL
Status:	OCS Code:	Strand: <i>Craft and Structure (CAS)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.RI.CAS.4	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			
Supporting	1.RI.CAS.4.1.c	Ask questions about the meaning of unfamiliar words and phrases in an informational text		RI.1.4	
Supporting	1.RI.CAS.4.2.c	Respond to questions about the meaning of words and phrases in an informational text		RI.1.4	
	1.RI.CAS.5	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.			
Supporting	1.RI.CAS.5.1.a	Identify the key features of an informational text used to locate information in the text	e.g., Headings, tables of contents, glossaries, electronic menus, icons	RI.1.5	SUP
Supporting	1.RI.CAS.5.2.a	Locate facts or information by using key features of an informational text	e.g., Headings, tables of contents, glossaries, electronic menus, icons	RI.1.5	SUP
	1.RI.CAS.6	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.			
Supporting	1.RI.CAS.6.1.b	Differentiate between the information provided by pictures and that provided by words in an informational text	e.g., pictures include other illustrations	RI.1.6	
Status:	OCS Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.RI.IKI.7	7. Use the illustrations and details in a text to describe its key ideas.			
Supporting	1.RI.IKI.7.1.b	Describe key ideas using illustrations and details words from an informational text		RI.1.7	
	1.RI.IKI.8	8. Identify the reasons an author gives to support points in a text.			
Supporting	1.RI.IKI.8.1.b	Analyze how an author uses reasons to support points in an informational text		RI.1.8	GEN
	1.RI.IKI.9	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			

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Supporting	1.RI.IKI.9.1.b	Identify similarities and differences between two informational texts on the same topic	e.g., In illustrations, descriptions, or procedures	RI.1.9	REL
DOMAIN: Writing Standards					
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.					
Status:	OCS Code:	Strand: <i>Text Types and Purposes (TTP)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.W.TTP.1	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.			
Supporting	1.W.TTP.1.1.c	Introduce a topic when writing an opinion piece	Note: A topic might include a book.	W1.1	OUC
Supporting	1.W.TTP.1.2.c	State an opinion about a topic when writing an opinion piece		W1.1	TOD
Supporting	1.W.TTP.1.3.c	Provide a reason for an opinion when writing an opinion piece		W1.1	TOD
Supporting	1.W.TTP.1.4.c	Develop closure about an opinion when writing an opinion piece		W1.1	OUC
	1.W.TTP.2	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			
Supporting	1.W.TTP.2.1.c	Introduce a topic when writing an informative/explanatory text	Note: A topic might include a book.	W1.2	OUC
Supporting	1.W.TTP.2.2.c	Use facts about a topic when writing an informative/explanatory text		W1.2	TOD
Supporting	1.W.TTP.2.3.c	Develop closure about a topic when writing an informative/explanatory text		W1.2	TOD
	1.W.TTP.3	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			
Supporting	1.W.TTP.3.1.c	Introduce two or more sequenced events when writing a narrative		W1.3	OUC
Focus	1.W.TTP.3.2.c	Include details about what happened when writing a narrative		W1.3	TOD
Supporting	1.W.TTP.3.3.c	Use temporal words to signal event order when writing a narrative		W1.3	OUC
Supporting	1.W.TTP.3.4.c	Develop closure about an event(s) when writing a narrative		W1.3	OUC
Status:	OCS Code:	Strand: <i>Production and Distribution of Writing (PDW)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.W.PDW.5	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			
Supporting	1.W.PDW.5.1.c	Focus on a topic when producing and distributing writing	Note: With guidance and support from adults and peers.	W1.5	
Supporting	1.W.PDW.5.2.c	Strengthen writing based on comments and suggestions from adults and peers	Note: With guidance and support from adults and peers.	W1.5	
Supporting	1.W.PDW.5.3.b	Edit writing to include sufficient details before it is produced and distributed	Note: With guidance and support from adults and peers.	W1.5	
	1.W.PDW.6	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
Supporting	1.W.PDW.6.1.c	Use a variety of digital tools to produce and publish writing	Note: With guidance and support from adults. Collaboration with peers should be a part of this process.	W1.6	
Status:	OCS Code:	Strand: <i>Research to Build and Present Knowledge (RBK)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.W.RBK.7	7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).			
Supporting	1.W.RBK.7.1.c	Participate in shared research projects	e.g., Explore a number of “how-to” books on a given topic and use them to write a sequence of instructions	W1.7	
Supporting	1.W.RBK.7.2.c	Participate in shared writing projects	e.g., Explore a number of “how-to” books on a given topic and use them to write a sequence of instructions	W1.7	
	1.W.RBK.8	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
Supporting	1.W.RBK.8.1.a	Recall information from experiences to include in a shared research project	Note: With guidance and support from adults.	W1.8	
Supporting	1.W.RBK.8.2.b	Gather information from provided sources to answer a question asked in a shared research project	Note: With guidance and support from adults.	W1.8	

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DOMAIN: Speaking and Listening Standards					
With prompting and support, use oral language skills with appropriate complexity for grade 1.					
Status:	OCS Code:	Strand: <i>Comprehension and Collaboration (CAC)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.SL.CAC.1	1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.			
Supporting	1.SL.CAC.1.1.c	Follow agreed-upon rules in a group discussion about grade 1 topics and texts	e.g., Listening to others and taking turns speaking about the topics and texts under discussion. Note: This can be demonstrated in small and larger groups with student's peers and adults.	SL1.1a	
Supporting	1.SL.CAC.1.2.c	Engage in a conversation by demonstrating multiple exchanges during a group discussion	e.g., Build on others' talk in conversations. Note: This can be demonstrated in small and larger groups with student's peers and adults.	SL1.1b	
	1.SL.CAC.2	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.			
Supporting	1.SL.CAC.2.1.c	Ask questions about key details to confirm understanding of information presented orally	e.g., Texts read aloud or information presented orally or through other media	SL1.2	
Supporting	1.SL.CAC.2.2.c	Answer questions about key details to confirm understanding of information presented orally	e.g., Texts read aloud or information presented orally or through other media	SL1.2	
	1.SL.CAC.3	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			
Supporting	1.SL.CAC.3.1.c	Ask questions about the meaning of information presented orally		SL1.3	
Supporting	1.SL.CAC.3.2.c	Answer questions about information presented orally in order to clarify understanding		SL1.3	
Status:	OCS Code:	Strand: <i>Presentation of Knowledge and Ideas (PKI)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.SL.PKI.4	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.			
Supporting	1.SL.PKI.4.1.c	Describe people, places, things, and events using relevant details in an oral presentation		SL1.4	
Supporting	1.SL.PKI.4.2.c	Convey ideas and feelings clearly when making an oral presentation		SL1.4	
	1.SL.PKI.5	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			
Supporting	1.SL.PKI.5.1.c	Convey ideas, thoughts, and feelings by using drawings or other visual displays in an oral presentation		SL1.5	
	1.SL.PKI.6	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)			
Supporting	1.SL.PKI.6.1.c	Produce complete sentences in an oral presentation when appropriate to task and situation	Note: See grade 1 language standards 1 and 3 for specific expectations	SL1.6	
DOMAIN: Language Standards					
With prompting and support, use language with appropriate complexity for grade 1.					
Status:	OCS Code:	Strand: <i>Conventions of Standard English (CSE)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.L.CSE.1	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Supporting	1.L.CSE.1.1.b	Print upper- and lowercase letters when writing	e.g., Print all of the letters	L1.1a	
Supporting	1.L.CSE.1.2.c	Use common, proper, and possessive nouns when speaking or writing		L1.1b	COP
Supporting	1.L.CSE.1.3.c	Use singular and plural nouns with matching verbs in basic sentences when speaking or writing	e.g., He hops; We hop	L1.1c	SSF
Supporting	1.L.CSE.1.4.c	Use personal, possessive, and indefinite pronouns when speaking or writing	e.g., I, me, my; they, them, their; anyone, everything	L1.1d	COU
Supporting	1.L.CSE.1.5.c	Use verbs to convey a sense of past, present, and future when speaking or writing	e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home	L1.1e	SSF

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Supporting	1.L.CSE.1.6.c	Use frequently occurring adjectives when speaking or writing		L1.1f	COU
Supporting	1.L.CSE.1.7.c	Use frequently occurring conjunctions when speaking or writing	e.g., And, but, or, so, because	L1.1g	SSF
Supporting	1.L.CSE.1.8.c	Use determiners when speaking or writing	e.g., Articles, demonstratives	L1.1h	COU
Supporting	1.L.CSE.1.9.b	Construct simple, compound, and complex sentences	e.g., During, beyond, toward	L1.1i	COU
Focus	1.L.CSE.1.10-2.b	Expand on complete declarative, interrogative, imperative, and exclamatory sentences in response to prompts when speaking or writing	e.g., Simple and compound	L1.1j	SSF
Supporting	1.L.CSE.1.10-1.c	Produce complete declarative, interrogative, imperative, and exclamatory sentences in response to prompts when speaking or writing	e.g., Simple and compound	L1.1j	SSF
	1.L.CSE.2	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Supporting	1.L.CSE.2.1.c	Capitalize dates and names of people when writing		L1.2a	COP
Focus	1.L.CSE.2.2.c	Use end punctuation when writing sentences		L1.2b	COP
Supporting	1.L.CSE.2.3-1.c	Use commas in dates when writing sentences		L1.2c	COP
Supporting	1.L.CSE.2.3-2.c	Use commas to separate single words in a series when writing sentences		L1.2c	COP
Supporting	1.L.CSE.2.4-1.c	Use conventional spelling for words with common spelling patterns when writing		L1.2d	
Supporting	1.L.CSE.2.4-2.c	Use conventional spelling for frequently occurring irregular words when writing		L1.2d	
Supporting	1.L.CSE.2.5.b	Spell unfamiliar words phonetically when writing	Note: Use untaught words that draw on phonemic awareness and spelling conventions.	L1.2e	
Status:	OCS Code:	Strand: <i>Vocabulary Acquisition and Use (VAU)</i>	Examples and Notes:	CCSS Code:	CRS Strand:
	1.L.VAU.4	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.			
Focus	1.L.VAU.4.1.b	Determine the meaning of a word or phrase by using sentence-level context as a clue		L1.4a	MOW
Supporting	1.L.VAU.4.2.b	Determine the meaning of a word by using frequently occurring affixes as a clue		L1.4b	
Supporting	1.L.VAU.4.3-1.a	Identify frequently occurring root words	e.g., Look	L1.4c	
Supporting	1.L.VAU.4.3-2.a	Identify the inflectional forms of frequently occurring root words	e.g., Looks, looked, looking	L1.4c	
	1.L.VAU.5	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.			
Supporting	1.L.VAU.5.1.b	Categorize words	e.g., Colors, clothing; important to gain a sense of what the categories represent	L1.5a	REL
Supporting	1.L.VAU.5.2.b	Define categorized words by one or more key attributes	e.g., A duck is a bird that swims; a tiger is a large cat with stripes	L1.5b	REL
Supporting	1.L.VAU.5.3.b	Identify real-life connections between words and their uses	e.g., Note places at home that are cozy	L1.5c	REL
Supporting	1.L.VAU.5.4-1.b	Distinguish between the meaning of verbs differing in manner	e.g., Look, peek, glance, stare, glare, scowl	L1.5d	WCH
Supporting	1.L.VAU.5.4-2.b	Distinguish between the meaning of adjectives differing in intensity	e.g., By defining or choosing them or acting them out	L1.5d	WCH
	1.L.VAU.6	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).			
Supporting	1.L.VAU.6.1.c	Use words and phrases acquired through conversation		L1.6	WCH
Supporting	1.L.VAU.6.2.c	Use words and phrases acquired through reading and being read to		L1.6	WCH
Supporting	1.L.VAU.6.3.c	Use words and phrases acquired through responding to texts	e.g., Because. Note: Include frequently occurring conjunctions to signal simple relationships.	L1.6	WCH