

**1.LVS.1.1** Students can repeat and **follow** three-step oral directions.

**Blooms Level:** Application

**Learning targets to meet this standard:**

Ability to follow one-step oral directions.

Ability to follow two-step oral directions.

**Verbs Defined:**

- Follow – act in agreement with

**Key Terms Defined:**

**Teacher Speak:**

Students can repeat (tell again in the same sequence) and follow (act in agreement with) three-step oral directions.

**Student Speak:**

I can repeat three-step oral directions.

I can act in agreement with (follow) three-step oral directions.

**Possible resources/references:**

Possible example of three-step oral direction - “Please go to your desk, get out your book, and turn to page fifty-two.”

**1.LVS.1.2** Students can **follow** the rules of conversation in a group situation.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Face the speaker
- Listen carefully and quietly
- Raise your hand
- One person talks at a time
- Sit still body with hands to self

**Verbs Defined:**

- Follow - act in agreement with

**Key Terms Defined:**

- Rules of conversation - rules of talking and listening

**Teacher Speak:**

Students can follow the rules of conversation (rules of talking and listening) and listen (make sense of what I hear) in a group situation.

**Student Speak:**

I can follow the rules of talking and listening (rules of conversation) and make sense of what I have heard (listen) in a group situation.

**Possible resources/references:**

**1.LVS.1.3** Students can **utilize** visual organizers which include words for listening and viewing.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Gathers information from classroom visual organizers to answer questions

**Verbs Defined:**

- Utilize – put into use

**Key Terms Defined:**

- Visual organizers – materials that I can see

**Teacher Speak:**

Students can utilize (put into use) visual organizers (materials that I can see) which include words for listening and viewing.

**Student Speak:**

I can put into use (utilize) materials that I can see (visual organizers) which include words for listening and viewing.

**Possible resources/references:**

Venn Diagrams, calendars, word wall, charts, and signs

**1.LVS.1.4** Students can **tell** stories in sequence with details.

**Blooms Level:** Comprehension

**Learning targets to meet this standard:**

- Tell personal stories
- Tell literature

**Verbs Defined:**

**Key Terms Defined:**

**Teacher Speak:**

Students can tell stories in sequence with details.

**Student Speak:**

I can tell stories in sequence with details.

**Possible resources/references:**

WORKING DOCUMENT

**1.LVS.1.5** Students can **express** ideas in complete sentences using correct grammar.

**Blooms Level:** Synthesis

**Learning targets to meet this standard:**

- Uses correct grammar
- Includes who the story is about and what happened to them or what they did (subject-predicate)

**Verbs Defined:**

- Express - tell

**Key Terms Defined:**

**Teacher Speak:**

Students can express (tell) ideas in complete sentences using correct grammar.

**Student Speak:**

I can tell (express) ideas in complete sentences using correct grammar.

**Possible resources/references:**

WORKING DOCUMENT

**1.LVS.1.6** Students can **answer** questions related to the topic.

**Blooms Level:** Comprehension

**Learning targets to meet this standard:**

- Identify who
- Explain what
- Describe when
- Tell where
- Describe why
- Explain how

**Verbs Defined:**

- Answer - tell

**Key Terms Defined:**

**Teacher Speak:**

Students can answer questions related to the topic.

**Student Speak:**

I can answer questions related to the topic.

**Possible resources/references:**

**1.LVS.1.7** Students can **tell** extended personal information.

**Blooms Level:** Knowledge

**Learning targets to meet this standard:**

- Tell name – first, middle and last
- Tell names of parents/guardians
- Tell names of siblings
- Tell birthday
- Tell phone number (home number)
- Tell address (street, city, state, zip)

**Verbs Defined:**

**Key Terms Defined:**

- Extended personal information:
  - name – first, middle and last
  - names of parents/guardians
  - names of siblings
  - birthday
  - phone number (home number)
  - address (street, city, state, zip)

**Teacher Speak:**

Students can tell extended personal information.

**Student Speak:**

I can tell my extended personal information.

**Possible resources/references:**