Crook County School District # 1 Curriculum Guide

Grade 1 Language Arts

2011-2012

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Reading Literature**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.RL.1 Ask and answer questions about key details in a text. 1.RL.2 Retell stories, including key details and demonstrate understanding of their central message or lesson. 1.RL.3 Describe characters, settings, and major events in a story, using key details.	**Key ideas and Details(1-3)** First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students use key details to retell stories in their own words, reveal an understanding about the central message (theme) of the text, and tell about the story elements. Use questions and prompts such as: • Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story (plot)? • Can you tell me where the story took place (setting)? • Can you tell me the important things that happened in the story (key details)? • Who are the characters in the story? What do you know about them?	Level 1 (recall)	Key Details Prompting Retell Characters Setting Central message Plot Theme
1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 1.RL.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.	**Craft and Structure (4-6)** First grade students begin to look at how words are used in a text by naming words and phrases that contribute to the feeling of the poem or story. They should understand the difference between books that tell stories and books that provide information. First grade students should be able to name who is telling the story. Use questions and prompts such as: • Can you find the feeling words in this poem/story (word choice/voice)? • Is this book an informational book or a story book? How do you know (genre)? • Who is telling the story in this part of the book (narrator)?	Level 1 (recall)	Fiction Nonfiction Author Narrator Word choice Poetry Dictionary Reference materials genre

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1.RL.6 Identify who is telling the story at various points in a text.			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Reading Literature**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. 1.RL.8 N/A 1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	**Integration of Knowledge and Idea** Students are required to use pictures and details in a story to tell about characters, setting, and events. They continue to build on character development by looking at similarities and differences in characters" experiences in stories. Use questions and prompts such as: • Can you find an illustration or words in the story that show the main character? • Can you find an illustration or words in the story that show the setting? • Can you find an illustration or words in the story that show the problem in the story? • Can you find an illustration or words in the story that show the sequence of events? • What is the same about the characters in the two stories? What is different? • What happened to the characters that is the same? What is different? • Did the characters solve the problem in different ways? If so, how?	Level 3 (Strategic Thinking)	Relationship Illustration Plot Problem Setting Character Compare Contrast Poetry Sequence Similar Different
1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Range of Reading and Level of Text Complexity With assistance, students are required to read prose and poetry at the text complexity for grade 1. • Actively engaged students are responsible for their own learning. • Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. • Students also acquire the habits of reading. • Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for life.		

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Reading Informational Text**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.RIT.1 Ask and answer questions about key details in a text. **1.RIT.2 Identify the main topic and retell key details of a text.** **1.RIT.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.**	**Key Ideas and Detail** First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students should be able to identify the main idea and retell the key details in their own words. They should also be able to tell how two individuals, events, ideas or pieces of information are linked together. Use questions and prompts such as: • Think about what you read and create your own question about an important idea in this text (questioning). • What is the main idea of this text (main idea)? • Can you find one of the important ideas in this text? Can you find another important idea (details)? • Can you tell me how these two events are linked together? (cause/effect, sequence)	Level 2 (Skill/Concept)	Key Details Prompting Retell Questioning Main Idea Making Connections Details Cause/effect Sequence
1.RIT.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **1.RIT.5 Know and use various text features(headings, table of contents, glossary, electronic menus, icons) to**	**Craft and Structure** First grade students should use the skill of asking and answering questions to help them understand what words and phrases mean in the text. Students at this level should understand how to use text features to help them understand the text and be able to tell the difference between what information can be gained by examining the pictures and what can be gained from examining the words. Use questions and prompts such as: • What features in the text help you find important information? • How do the headings help you understand the text? • What does the table of contents help you to know? • What does the glossary help you to know? • How do different computer tools and icons help you? • Can you tell me what is different about what the picture shows and what the words say about…?	Level 2 (Skills/Concepts)	Illustrator Role Heading Table of Contents Glossary Icons Chart Table Caption

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locate facts or information in a text.	• Explain the difference between information provided by pictures and information provided by text.		
1.RIT.6 **Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.**			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Reading Informational; Text**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.RIT.**7 Use the illustrations and details in a text to describe its key ideas.** 1.RIT.8 I**dentify the reasons an author gives to support points in a text.** 1.RIT.9 I**dentify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**	**Integration of Knowledge and Ideas** Students will understand how illustrations help explain the text. At this level, students should also develop the ability to recognize the author's reasoning by finding support within the text. Students will look for similarities and differences in two texts that share the same main idea. Use questions and prompts such as: • Can you tell how the author uses this chart to help you understand? • What does this chart add to your thinking about what you read? • Can you find the reason why the author thinks that…? Can you find the reason why the author believes…? • Look at these two texts about the same topic. How are they the same? How are they different?	Level 3 (Strategic Thinking)	Author Different Similar Questioning
1.RIT.10 **With prompting and support, read informational texts appropriately complex for Grade 1.**	**Range of Reading and Level of Text Complexity** With assistance, students are required to read informational text at the appropriate complexity for grade 1.		

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Foundational Skills**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.RFS.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	**Print Concepts** Students will understand how a sentence is organized. Use questions and prompts such as: • Show me the first word of the sentence. • Where does the period (question mark, etc) go? • Show me the capital letter. • How does a sentence begin? • What goes at the end of a sentence	Level 1 (Recall)	Punctuation Capitalization

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Foundational Skills**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.RFS.2 . **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	**Phonological Awareness** Use questions and prompts such as: • Does this word have a long or short vowel sound? • Say each sound you hear in this word slowly. • What do you hear at the beginning of this word? What do you hear next? At the end?	Level 1 (Recall)	Rhymes Syllables Sounds Vowels Consonants Blends

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Foundational Skills**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.RFS.3 **Know and apply grade-level phonics and word analysis skills in decoding words.** a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). 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. g. Recognize and read grade-appropriate irregularly spelled words.	**Phonics and Word Recognition** Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like…? • You said…does it look like…? What do these two letters sound like together (sh, th, ch) in this word? • Can you clap the syllables in this word? • What does this final e tell you about this word? • Look at the beginning of that word, can you get it started? • What do you know about this vowel team?	Level 1 (recall)	Vowel Consonant Digraph Context Clues Syllable Cross-check Vowel Teams

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Foundational Skills**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.RFS.4 **Read with sufficient accuracy and fluency to support comprehension.** a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Fluency** Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level. Use questions and prompts such as: • Make your reading sound like the characters are talking. • Make your voice sound like the words are together. • Make your voice go up when you see the question mark at the end. • Make your voice go down when you see the period at the end. • Go back and reread when it doesn't sound or look like you think it should.	Level 2 (Skill/Concept)	Rhymes Syllables Fluency Voice Expression Context Clues Self-correct

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Writing**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.W.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.	**Text Types and Purpose** • Students write opinion pieces that clearly state their preferences and supply a reason for their thinking. in this grade students are expected to be able to select a reason that supports their opinion and be able to share their thinking. • Students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use temporal words (now, when, then) to show order of events and details. • Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the expression of ideas both verbally and in writing • Students will write with a purpose.	Level 3 (strategic Thinking)	Opinion Fact Transition words Introduction Details Conclusion Sequence
1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure			
1.W.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			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Writing**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.W.4 Begins in 3rd Grade 1.W.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 1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**Production and Distribution of Writing** • With assistance from adults and peers, students should focus their writing on a topic and be able to respond to questions and suggestions. • Students need to understand how to add descriptive words to their writing to strengthen their piece. • Students need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing). • With assistance, students will use digital tools to publish their writing independently and in collaboration with peers (use of keyboarding and technology). • Students will need to be able to "log on" to programs, computer stations, and hand-held devises to engage with digital media.	Level 2 (Skill/Concept)	Editing Word Choice Voice Rough Draft Final Draft Publishing

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Writing**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.W.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). 1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**Research to Build and Present Knowledge** • First grade students participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together. • With support, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge the pieces they need to answer research questions and take notes.	Level 4 (Extended Thinking)	Project Role Research Graphic Organizer Schema
1.W.9 (Begins in Grade 4) Draw evidence from literary or informational texts to support analysis, reflection, and research. 1.W.10 (Begins in Grade 3) 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.	**Range of Writing** Begins in Grade 4		

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Speaking and Listening**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.SL.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others" talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**Comprehension and Collaboration** • Students will engage in conversations about grade-appropriate topics and texts. • Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. • Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers" idea, sharing the floor, etc). • First grade students will also ask and answer questions about key details of a text read aloud or information presented in multiple formats. • First grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. • Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.	Level 3 (Strategic Thinking)	Listening Speaking Observing Questioning Discussion Conversation Leader Observer Participant

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1ˢᵗ Grade **Speaking and Listening**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 1.SL.6 Produce complete sentences when appropriate to task and situation.	**Presentation of Knowledge and Ideas** • First grade students should be able to report facts and relevant details about an experience, with some detail, and with clarity of thought and emotions. • They should be able to add visual displays to illuminate chosen facts or details. • Students will need to engage in behaviors (turn and talk, small group discussion, and listening and speaking learning centers) that lead to the expression of complete ideas both verbally and in writing. • Students will speak and listen with a purpose. • Students must be able to articulate their ideas in complete sentences when appropriate to the audience	Level 2 (Skill/Concept)	Sentence Details Audience Visual displays Listening purpose

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Language**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	**Conventions of Standard English** An understanding of language is essential for effective communication. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts. At this level, emphasis expands to include • verb tense • possessives • Pronouns • Adjectives • Conjunctions • more complex sentences With conventions, students are becoming more adept • ending punctuation • expanding their understanding and usage of capitalization • spelling unknown words phonetically	Level 1 (Recall)	Grammar Nouns Verbs Singular Nouns Plural Nouns Conventions Verb tense Past Present Future Adjectives Conjunction Statement Question Exclamation Punctuation Proper Nouns Comma Sight words High Frequency Words

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Language**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.L.2 **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	**Conventions of Standard English**		
1.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	**Knowledge of Language** **(Begins in grade 2)**		

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Language**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.L.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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	**Vocabulary Acquisition and Use** • As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades. • The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. • Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. • Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.	Level 2 (Skill/Concept)	Root words Affix Context Clues Connections Voice Synonyms Antonyms Adjectives
1.L.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. 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			

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by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 1st Grade **Language**			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
1.L.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*).	**Vocabulary Acquisition and Use** Learning words at this stage includes • exploring different shades of the same verb (run/sprint) • adjectives of differing intensity • inflectional forms • understanding categories of common concepts/objects; and defining words by category	Level 1 (Recall)	Verb Adjective Category Relationships Conjunctions

Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155

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Common Core Language Arts Vocabulary

2012-2013 Version

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Key Details	Central message	Moral	text-to-text	Stanza	Figurative	Explicitly
Prompting	Theme	Alliteration	Text-to-self	Meter	Chapter	inferences
Retell	Fiction	Stanza	Text-to-world	Rhythm	Scene	figurative
Characters	Nonfiction	Pattern (AABB)	Dialect	Verse	Stanza	analyze
Setting	Narrator	Rhythm		Dialogue	Heading	quantitatively
Plot	Poetry	Inflection		Chapters	Sections	
Illustrator	Dictionary	Scaffolding		Narrator	Illustrations	
Role	Reference materials	Schema		First person	Multi-media	
Context Clues	Heading	Fiction		Third person	Complex	
Author	Table of Contents	Informational Text		Drama	Sentences	
Genre	Glossary	Fiction		Myths	Informative	
Text Clues	Icons	Nonfiction		Categorize	Exclamatory	
Relationship	Chart	Main Idea		Collaboration	Strategies	
Illustration	Table	Transitions		Paraphrase	Relevant	
Visual Cues	Caption	Subheadings		Metaphor	Information	
Compare/Contrast	Syllables	Caption		Idiom	Writer's purpose	
Lit.	Sounds	Bold Print		Antonyms	Prepositions	
Conflict	Vowels	Venn Diagram		Synonyms	Conjunctions	
Resolution	Consonants	Prefix			Interjections	
Connections	Blends	Suffix			Verb-tenses	
Textual Evidence	Fluency	Revise			Diversity	
Visual Cues	Voice	Edit			Formal v. Informal	
Inferring	Expression	Volume			Simile	
Rhymes	Context Clues	Articulate				
Syllables	Self-correct	Enunciate				
Phonemes	Opinion	Collective Nouns				
Voice	Fact	Plural Nouns				
Echo Reading	Transition words	Irregular Plurals				
Cross Checking	Introduction	Adjectives				
Opinion	Details	Adverbs				
Informative	Conclusion	Simple Sentence				
Explanatory	Sequence	Compound Sentence				
		Reflexive Pronouns				

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Narrative	Rough Draft	Connections				
Expression	Final Draft	Adverbs				
Purpose for	Publishing					
Writing	Project					
Editing	Role					
Spelling	Research					
Grammar	Graphic Organizer					
Punctuation	Schema					
Digital Tools	Listening					
Roles	Speaking					
Cooperation	Observing					
Group Projects	Questioning					
Structured	Discussion					
Conversation	Conversation					
Ask questions	Leader					
Oral Response	Observer					
Comprehension	Participant					
Visual Displays	Grammar					
Audibly	Singular Nouns					
Uppercase Letters	Plural Nouns					
Lower case	Conventions					
Letters	Verb tense					
Noun	Past					
Verb	Present					
Plurals	Future					
Interrogatives	Adjectives					
(Questions words)	Conjunction					
Preposition	Statement					
Prepositions	Question					
Conventions	Exclamation					
Punctuation	Punctuation					
Capitalization	Proper Nouns					
Spelling	Comma					
Inflections	Sight words					
Affixes	Root words					
Word Acquisition	Context Clues					
Formal	Connections					

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Voice/Dialects Informal Voice/Registers Inflections Common Concepts Homophones Antonyms	Voice Synonyms Adjectives					

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