

Crook County School District # 1 Curriculum Guide

Kindergarten Language Arts

2011-2012

Crook County School District # 1 Curriculum Guide

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN Reading Literature			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
K.RL.1 With prompting and support, ask and answer questions about key details in a text.	<p>Key ideas and Details(1-3)</p> <p>With assistance, students will understand what key details are and be able to ask and answer questions about them. They need to put key details in sequential order to retell a story they know. They also have to be able to recognize and name elements in a story.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me what happened at the beginning of the story? (Plot) • What happened after that? (Plot) • What happened at the end of the story? (Plot) • Can you find the part that tells where the story takes place (picture or words)? (Setting) • Who was in the story? (Characters) • Can you find (picture or words) this character? (Character) 	Level 1 Recall	Key Details Prompting Retell Characters Setting Plot
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			
K.RL.4 Ask and answer questions about unknown words in a text.	<p>Craft and Structure (4-6)</p> <p>Students in kindergarten should be able to recognize a story, a poem, a book, and other forms of text. At this level, they ask and answer questions about words they do not know across various kinds of texts by using story context. Kindergarten students also identify the author and illustrator of a story and the part each plays in telling the story.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What can you do when you come to a word you do not know? (use context) • Can you tell me what kind of book this is? (Genre) • How do you know? (Text Clues) • Who is the author? What is his/her job? (Author) • Who is the illustrator? What is his/her job? (Illustrator) 	Level 1 Recall	Illustrator Role Context Clues Author Genre Text Clues
K.RL.5 Recognize common types of texts (e.g., storybooks, poems)			
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.			

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CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
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).	<p>Integration of Knowledge and Idea</p> <p>With assistance, students will understand the relationship between illustrations and the story and how the illustrations help explain the story. Students will look for similarities and differences in characters' experiences within stories they know.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> Look at the picture. Can you tell me what is happening in the story? (Visual Cues) How does the picture help you? (Visual Cues) What is the same about the characters in the two stories? What is different? (Compare and Contrast Literature) How did the characters solve the problem in the two stories? Did they solve the problem in the same way? (Conflict Resolution) 	Level 1 Recall	Relationship Illustration Visual Cues Compare/Contrast Lit. Conflict Resolution
K.RL.8 NO # 8 for Kindergarten		Level 2 Skills/Concepts	
K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			

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<p>K.RL.10 Actively engage in group reading activities with purpose and understanding.</p>	<p style="text-align: center;">Range of Reading and Level of Text Complexity</p> <p>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. (Text to Self; Text to world; text to text)</p>	<p>Level 1 Recall</p>	<p>Connections Textual Evidence</p>
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN			
Reading Informational Text			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
K.RIT.1 With prompting and support, ask and answer questions about key details in a text.	<p>Key Ideas and Detail</p> <p>With assistance, students will understand what key details are and be able to ask and answer questions about them. They should be able to state the main idea in their own words. At this level, students are required to tell how two individuals, events, ideas or information are linked together. Use questions and prompts such as:</p> <ul style="list-style-type: none"> Using what you read, write (dictate or draw) or ask your own questions about an important idea from this text. (Retell) What is the main idea of this text? (Comprehension) Can you find one of the important ideas in this text? Can you find another important idea? (Prompting) Can you tell me how these two ideas are the same? Can you tell me how they are different? (Compare and Contrast) 	Level 1 Recall	Key Details Prompting Retell Comprehension Compare/Contrast
K.RIT.2 With prompting and support, identify the main topic and retell key details of a text.			
K.RIT.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a Text.			
K.RIT.4 With prompting and support, ask and answer questions about unknown words in a text.	<p>Craft and Structure</p> <p>With assistance, students should understand how a piece of informational text is structured. At this level, students ask and answer questions about words they do not know; they can identify the main print concepts/features of a book and understand the roles of both author and illustrator.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> What do you do when you come to a word you do not know? (Word Attack Strategies)(<i>I.E. picture cues, sounding out, chunking the word, connecting to word, rhyming, reread sentence, keep reading through, connect prior knowledge, etc.</i>) What can help you? (glossary, use context) What is the job of the author? (Author) What is the job of the illustrator? (Illustrator) 	Level 1 Recall	Illustrator Role Author Glossary Word Attack Strategies
K.RIT.5 Identify the front cover, back cover, and title page of a book.			
K.RIT.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN Reading Informational; Text			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
K.RIT.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)	<p style="text-align: center;">Integration of Knowledge and Ideas</p> <p>With assistance, students will understand how illustrations help explain the text and discuss similarities and differences in two texts that share the same main idea. At this level, students should also develop the ability to recognize the author’s reasoning by finding support within the text.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Look at this picture. Can you tell how the author uses this picture to help you understand the topic? (Visual Cues) • What does this picture add to your thinking about what you (we) read? (Connections) • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? (Inferring) • How are these two books showing the same topic in different ways? (Compare/Contrast) 	Level 1 Recall	Author Compare/Contrast Visual Cues Inferring
K.RIT.8 With prompting and support, identify the reasons an author gives to support points in a text.			
K.RIT.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.RIT.10 Actively engage in group reading activities with purpose and understanding.	<p style="text-align: center;">Range of Reading and Level of Text Complexity</p> <p>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. (Text to Self; Text to world; text to text)</p>	Level 1 Recall	Connections Textual Evidence

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN Foundational Skills			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>K.RFS.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.)</p>	<p>Print Concepts</p> <p>Students will understand basic print features. They will learn that:</p> <ul style="list-style-type: none"> books have a correct position that (Concepts of Print) print has specific directionality print has meaning and is made up of letters <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> Show me where to begin reading. (Left/Right; Top/Bottom) Where do I go from there? After that? Which page do I read first? Point to the words as I read. 	Level 1 Recall	<p>Concept of Print</p> <p>Left/Right</p> <p>Top/Bottom</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
KINDERGARTEN			
Foundational Skills			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>K.RFS.2 . Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Phonological Awareness</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Which word rhymes with this one? (Rhyming) • Clap the syllables in this word.(Syllables) • Say each sound you hear in this word slowly. (Syllables) • What do you hear at the beginning of this word? What do you hear next? At the end? (Phonemes) 	<p>Level 1 Recall</p> <p>Level 2 Skills/Concepts</p>	<p>Rhymes</p> <p>Syllables</p> <p>Phonemes</p>

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN Foundational Skills			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
K.RFS.4 Read emergent-reader texts with purpose and understanding.	<p style="text-align: center;">Fluency</p> <p>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.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Make your voice sound like talking. (Voice) • Listen to me and read it like this. (Echo Reading) • Does that make sense? (Cross Checking) • Does that sound right? (Cross Checking) 	Level 1 Recall	Rhymes Syllables Voice Echo Reading Cross Checking

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN Writing			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
K.W.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., My favorite book is...).	<p>Text Types and Purpose</p> <p>Kindergarten students must be able to express their opinion and demonstrate the ability to share their opinion with others. In kindergarten, students learn to dictate their thinking, illustrate their ideas, and write their thoughts across various genres (opinion, informative/explanatory, narrative).</p> <p>In order to do so, students will need multiple opportunities to express opinions and develop writing behaviors. Students will need to engage in behaviors(turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the natural expression of ideas both verbally and in writing. (Expression)</p>	Level 1 Recall Level 2 Skills/Concepts	Opinion Informative Explanatory Narrative Expression Purpose for Writing
K.W.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.	<p>Students will also need a purposeful focus on choice-making throughout ELA.</p> <p>For example, kindergarten students need to be able to choose words or illustrations to use within their writing that show their thinking. Whether dictating, drawing, or writing, students must be able to articulate their ideas in a way that is purposeful and appropriate to the audience. (Purposeful Writing)</p>		
K.W.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.			

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN Writing			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
K.W.4 Begins in 4 th Grade	<p>Production and Distribution of Writing</p> <p>With assistance from adults and peers, students should be able to respond to questions and suggestions about their writing. In order to do so, students need to understand how to add descriptive words to their writing to strengthen their piece. They also 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).</p> <p>Students in kindergarten are developing strategies with peers and adults to explore the use of digital tools to publish their writing (use of keyboarding and technology). At this grade level, students are learning to “log on” to programs, computer stations, and hand-held devices and engage with digital media.</p>	Level 1 Recall	Editing Spelling Grammar Punctuation Digital Tools
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.			

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN Writing			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
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).	<p align="center">Research to Build and Present Knowledge</p> <p>Kindergarten students are required to participate in shared research projects.</p> <ul style="list-style-type: none"> • understand their role (job on the team) • how they will contribute (work they will do) on the project from beginning to end. <i>(I.E. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.)</i> <p>At this level, students are working with provided research.</p> <ul style="list-style-type: none"> • They need to know how to scan the information provided (words, pictures, digital sources) • recall from their own background knowledge the pieces they need to answer research questions. <p>Students do this work with prompting and support</p>	Level 1 Recall	Roles Cooperation Group Projects Recall
K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN			
Speaking and Listening			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>K.SL.1 . Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p style="text-align: center;">Comprehension and Collaboration</p> <p>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</p> <ul style="list-style-type: none"> • collaborative conversations (<i>such as book groups, literature circles, buddy reading</i>), and • develop skills in active (close) listening and group discussion (<i>looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc</i>). <p>Kindergarten students are able to confirm understanding of a text read aloud or information presented in multiple formats.</p>	Level 1 Recall	Structured Conversation Ask questions Oral Response Comprehension
<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>Kindergarten students should be able to</p> <ul style="list-style-type: none"> • listen to what a speaker says and then ask questions to gain comprehension if something is not understood. • need to have strategies for asking questions that are on topic. • need to know strategies for understanding and answering questions asked of them. 		
<p>K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN Speaking and Listening			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
K.SL.4 . Describe familiar people, places, things, and events and, with prompting and support, provide additional detail..	<p style="text-align: center;">Presentation of Knowledge and Ideas</p> <p>Kindergarteners should be able to report facts and relevant details about an experience. (Orally/Visual)</p> <p>Students will need to engage in behaviors that lead to the natural expression of ideas verbally and with visual displays</p> <ul style="list-style-type: none"> • turn and talk, • small group discussion, • emergent listening • speaking learning centers. <p>For example, kindergarten students need to be able to choose visual displays that add to and support their thinking about a topic. Students must be able to articulate their ideas in a way that is purposeful and appropriate to the audience.</p>	Level 1 Recall	Visual Displays Audibly
K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.		Level 2 Skills/Concept	
K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly		Level 1 Recall	

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN Language			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities</p>	<p>Conventions of Standard English</p> <p>Kindergarten students must have a command of the grammar and usage of spoken and written standard English.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills/Concepts</p>	<p>Uppercase Letters</p> <p>Lower case Letters</p> <p>Noun</p> <p>Verb</p> <p>Plurals</p> <p>Interrogatives (Questions words)</p> <p>Prepositions</p> <p>Complete Sentences</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN Language			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Conventions of Standard English At this level, emphasis is on using complete sentences, using plurals, and the more commonly used prepositions. With conventions, students are becoming adept at ending punctuation, capitalizing (I), and spelling simple words.</p>	<p>Level 1 Recall</p> <p>Level 2 Skills/Concepts</p>	<p>Complete sentences Plurals Prepositions Conventions Punctuation Capitalization Spelling</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN Language			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>Vocabulary Acquisition and Use</p> <p>Students at this level focus on word acquisition and use.</p> <p>Students need to understand the way authors use formal and informal voice (dialects, registers) to craft their message for specific purposes.</p> <p>Learning words at this stage includes exploring different shades of the same verb inflections (run/sprint), common concepts/objects, words with multiple meanings(homophones), opposites (antonyms), and how words are used in “real-life.”</p>	<p>Level 1 Recall</p> <p>Level 2 Skills/Concepts</p>	<p>Inflections Affixes</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN Language			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>Vocabulary Acquisition and Use</p> <p>Students at this level focus on word acquisition and use.</p> <p>Students need to understand the way authors use formal and informal voice (dialects, registers) to craft their message for specific purposes.</p> <p>Learning words at this stage includes exploring different shades of the same verb inflections (run/sprint), common concepts/objects, words with multiple meanings (homophones), opposites (antonyms), and how words are used in “real-life.”</p>	<p>Level 1 Recall</p> <p>Level 2 Skills/Concepts</p>	<p>Word Acquisition</p> <p>Formal</p> <p>Voice/Dialects</p> <p>Informal</p> <p>Voice/Registers</p> <p>Inflections</p> <p>Common Concepts</p> <p>Homophones</p> <p>Antonyms</p>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS KINDERGARTEN Language			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
K.L.6 . Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<p>Vocabulary Acquisition and Use</p> <p>Students at this level focus on word acquisition and use.</p> <p>Students need to understand the way authors use formal and informal voice (dialects, registers) to craft their message for specific purposes.</p> <p>Learning words at this stage includes exploring different shades of the same verb inflections (run/sprint), common concepts/objects, words with multiple meanings(homophones), opposites (antonyms), and how words are used in “real-life.”</p>	Level 1 Recall	

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	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Key Details	Central message	Moral	text-to-text	Stanza	Figurative	Explicitly inferences figurative analyze quantitatively
Prompting	Theme	Alliteration	Text-to-self	Meter	Chapter	
Retell	Fiction	Stanza	Text-to-world	Rhythm	Scene	
Characters	Nonfiction	Pattern (AABB)	Dialect	Verse	Stanza	
Setting	Narrator	Rhythm		Dialogue	Heading	
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 Expression Purpose for Writing Editing Spelling Grammar Punctuation Digital Tools Roles Cooperation Group Projects Structured Conversation Ask questions Oral Response Comprehension Visual Displays Audibly Uppercase Letters Lower case Letters Noun Verb Plurals Interrogatives (Questions words) Preposition Prepositions Conventions Punctuation Capitalization Spelling Inflections Affixes Word Acquisition Formal	Rough Draft Final Draft Publishing Project Role Research Graphic Organizer Schema Listening Speaking Observing Questioning Discussion Conversation Leader Observer Participant Grammar Singular Nouns Plural Nouns Conventions Verb tense Past Present Future Adjectives Conjunction Statement Question Exclamation Punctuation Proper Nouns Comma Sight words Root words Context Clues Connections	Connections Adverbs				
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Voice/Dialects Informal Voice/Registers Inflections Common Concepts Homophones Antonyms	Voice Synonyms Adjectives					
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