

Kindergarten Reading Curriculum

Alphabetics						
1.1.1	Sounds of letters					
1.1.2	Identifies upper and lower case letters					
1.1.3	Distinguishes between letters and words					
1.1.4	Phonemic awareness skills					
	Isolation					
	Identify					
	Categorization					
	Blending					
	Segmenting					
	Addition					
	Deletion					
	Syllabication					
1.1.5	Identifies/makes oral rhymes					
1.1.6	Letter-sound correspondence:					
	CVC					
	Blends					
	Digraphs					
	Short Vowels					
	Long Vowels					
	Word Families					
Fluency						
1.2.1	Concepts of print					
1.2.2	Locates punctuation					
1.2.3	Imitates rhythm of speech (syllabication)					
Vocabulary						
1.3.1	Reads one-syllable and often heard sight words					
1.3.2	Uses picture clues to identify unknown words					
Comprehension						
1.4.1	Discusses narrative and expository text read aloud					
1.4.2	Identifies title, author, illustrator, illustrations					
1.4.3	Makes predictions					
1.4.4	Generates and answers questions					
	literal, inferential, and critical thinking					
1.4.5	Makes inferences and draws conclusions					
1.4.6	Awareness of text structure					
1.4.7	Sequences 2-3 events in order					
1.4.8	Compare/Contrast illustrations, prior knowledge in text					
1.4.9	Retells or role-plays main ideas (N,E)					
1.4.10	Explains the topic read aloud					

Narrative Reading: Decodable Text, Sight Word Text, Predictable Text, Nursery Rhymes

Expository Reading: ABC books, Magazines, Lists, Theme-Based Text

Technical Reading: Graphs, Charts, Schedules

Kindergarten Writing Curriculum

Text Type:		Narrative		Expository	
IDEAS AND CONTENT					
1.1.1 Chooses an idea (write or draw)					
1.1.2 Communicates (oral/written) about personal experiences					
1.1.3 Writes about one idea using pictures, letters, words					
1.1.4 Gives oral credit to an information source					
ORGANIZATION					
1.1.5 Shared Writing using prewriting strategies					
1.1.6 Writes left to right and top to bottom					
VOICE					
1.1.7 Writes a complete sentence about one idea.					
1.1.8 Communicates feelings through drawings and/or words					
WORD CHOICE					
1.1.9 Recognizes nouns, verbs, and environmental print					
1.1.10 Explores the use of new words for interesting writing					
SENTENCE FLUENCY					
1.1.11 Communicates a complete thought					
CONVENTIONS					
1.1.15 Leaves spaces between words					
1.1.16 Capitalizes the first letter of first and last names					
1.1.17 Uses most consonant and vowel sounds correctly					
1.1.18 Spells own name and writes most letters correctly					

Narrative Writing: Journals, Letters, Short Stories, Poetry

Expository Writing: ABC books, Lists

Technical Writing: Charts, Lists, Graphs

First Grade Reading and Literature Curriculum

Alphabetics						
1.1.1 Sounds of letters						
1.1.2 Identifies upper and lower case letters						
1.1.3 Distinguishes between letters, words, sentences						
1.1.4 Phonemic awareness skills						
<input type="checkbox"/> Isolation, Identity						
<input type="checkbox"/> Categorization						
<input type="checkbox"/> Blending/Segmenting						
<input type="checkbox"/> Addition/Deletion						
1.1.5 Onsets and rimes:						
<input type="checkbox"/> Alliteration						
<input type="checkbox"/> Rhyme						
1.1.6 Letter-sound correspondence						
<input type="checkbox"/> CVC						
<input type="checkbox"/> Blends						
<input type="checkbox"/> Digraphs						
<input type="checkbox"/> Short Vowels						
<input type="checkbox"/> Long Vowels						
<input type="checkbox"/> Word Families						
<input type="checkbox"/> Syllables						
Fluency						
1.2.1 Concepts of print						
1.2.2 Uses punctuation						
1.2.3 Reads expressively: pace, phrasing, intonation						
1.2.4 Knowledge of sentence structure						
1.2.4 Uses word recognition strategies						
Vocabulary						
1.3.1 Automatic recognition of sight words						
1.3.2 Picture clues and ③ context clues						
1.3.3 Synonyms and antonyms						
1.3.4 Uses picture dictionary, dictionary, glossary						
1.3.5 Knowledge of word structure						
<input type="checkbox"/> Base Words						
<input type="checkbox"/> Compound Words						
<input type="checkbox"/> Contractions						
③ Suffixes: ing, s, ed						
Comprehension						
1.4.1 Identifies characteristics of text (N,E,T)						
1.4.2 ③ Locates title, author, illustrator, illustration						
1.4.3 Makes predictions						
1.4.4 Generates and answers questions						
<input type="checkbox"/> Literal, inferential, and critical thinking						
1.4.5 ③ Makes inferences and draws conclusions						
1.4.6 Awareness of text structure						
③ Sequence						
③ Problem and solution						
<input type="checkbox"/> Compare and contrast						
1.4.7 Sequences events (beginning, middle, end)						
1.4.8 ③ Compares/contrasts illustrations/prior knowledge						
1.4.9 ③ Retells or role-plays main ideas (N,E)						
1.4.10 ③ Identifies topic and main idea						

First Grade Writing Curriculum

Text Type: N E T Other:					
IDEAS AND CONTENT					
1.1.1 Chooses an idea about which to write (basic sentence)					
1.1.2 Communicates (oral/written) about personal experiences					
1.1.3 Uses details in pictures and words to develop a story					
1.1.4 Understands between copying and using one's own words					
ORGANIZATION					
1.1.5 Shared Writing using prewriting strategies					
1.1.6 Writes sentences with ideas in sequential order					
1.1.7 Writes several complete sentences about one idea					
VOICE					
1.1.8 Expresses feelings through pictures and words					
WORD CHOICE					
1.1.9 Identifies and uses nouns and verbs in their writing					
1.1.10 Explores the use of new words for interesting writing					
SENTENCE FLUENCY					
1.1.11 Writes a simple sentence that is a complete thought					
CONVENTIONS					
1.1.15 Uses correct spacing between words					
1.1.16 Capitalizes beginning of sentence					
1.1.16 Uses ending punctuation					
1.1.17 Uses correct subject/verb agreement					
1.1.18 Spells most words like they sound					

Narrative Reading: Decodable, Short Stories, Poetry, Plays

Narrative Writing: Journals, Letters, Short Stories, Poetry

Expository Reading: Theme-Based Text, Lists, ABC Books, Vocabulary, Non-Fiction Books

Expository Writing: Sequencing, vocabulary

Technical Reading: Graphs, Charts, KWL, Venn Diagram, Story Maps

Technical Writing: Charts, KWL

Second Grade Reading and Literature Curriculum

Alphabetics						
1.1.1	Manipulates onsets and rimes					
1.1.2	Decoding skills					
	<input type="checkbox"/> CVC Blends					
	<input type="checkbox"/> Digraphs					
	<input type="checkbox"/> Word Families					
	<input type="checkbox"/> Syllables					
	<input type="checkbox"/> Long/Short Vowels					
	<input type="checkbox"/> R-Controlled					
	<input type="checkbox"/> Diphthongs					
	<input type="checkbox"/> Hard/Soft c, c-					
1.1.3	Categorizes onsets and rimes					
Fluency						
1.2.1	Knowledge of punctuation					
1.2.2	Reads expressively: pace, phrasing, intonation					
1.2.3	Knowledge of sentence structure					
1.2.4	Uses word recognition strategies					
1.2.5	Adjusts reading rate (N,E)					
Vocabulary						
1.3.1	Automatic recognition of sight words					
1.3.2	Picture clues and ③ context clues					
1.3.3	Synonyms, Antonyms, Homophones					
1.3.4	Uses picture dictionary, dictionary, glossary					
1.3.5	Knowledge of word structure					
	<input type="checkbox"/> Base Words, Compound Words, Contractions					
	③ Prefixes: mis-, pre-, pro-, re-, un-					
	③ Suffixes: -ed, -er, -est, -ing, -ly, -y					
Comprehension						
1.4.1	Identifies characteristics of text (N,E,T)					
1.4.2	Text features					
	③ Title, ③ Table of Contents					
	③ Graphs/charts, ③ pictures/illustrations					
1.4.3	Make, revise, and confirm predictions					
1.4.4	Generates and answers questions					
	<input type="checkbox"/> Literal, inferential, and critical thinking					
1.4.5	③ Makes inferences and draws conclusions					
1.4.6	Identifies text structure					
	<input type="checkbox"/> Description Text Structure					
	③ Sequence Text Structure					
	③ Problem and Solution Text Structure					
	<input type="checkbox"/> Cause and Effect Text Structure					
	<input type="checkbox"/> Compare and Contrast Text Structure					
1.4.7	Sequences events (beginning, middle, end)					
1.4.8	③ Compares/contrasts characters and topics					
1.4.10	③ Retells main ideas, events, supporting details					
1.4.11	③ Identifies to topic, main idea, and details					
1.4.12	④ Distinguishes fact and opinion					
Literary Elements (N)						
2.1.1	③ Characters' traits and actions					
2.1.2	③ Setting					
2.1.3	Plot					

Second Grade Writing Curriculum

Text Type: N E T Other:					
IDEAS AND CONTENT					
Chooses and writes several sentences about one clear idea					
Practices writing by using personal experience/observations					
Develops one clear main idea with supporting details					
Discusses the differences between author's and student's work					
Gives credit to the author, title, or website (expository only)					
ORGANIZATION					
Begins prewriting strategies (webbing, brainstorming, listing)					
Writes a piece with a beginning middle, end					
Writes a simple paragraph about one idea					
Writes a piece in sequential order					
Begins to use simple transitions (first, second, third, finally)					
Writes a simple statement / list about one idea (technical only)					
VOICE					
Begins to write with an awareness of purpose and audience					
Begins to share emotions and feelings about the topic					
WORD CHOICE					
Uses nouns, verbs, and adjectives in their writing					
Uses new words to make writing more interesting					
Chooses words that are accurate and makes the message clear					
SENTENCE FLUENCY					
Writes complete sentences that are easy to read aloud					
Begins to write sentences with different beginnings					
Recognizes an incomplete thought					
CONVENTIONS					
Uses correct spacing between words					
Capitalizes beginning of sentence and uses ending punctuation					
Uses correct subject/verb agreement and verb tenses					
Correctly spells high frequency words					
Attempts paragraph divisions					

Narrative Reading: Decodable, Short Stories, Leveled Text, Sight Word, Books, Biographies, Poetry, Plays

Narrative Writing: Journals, Letters, Short Stories, Poetry, Cards

Expository Reading: Weekly Readers/Scholastic, Lists, ABC Books, Interviews, Cartoons, Autobiographies, Book Reports

Expository Writing: Lists, ABC Books, Interviews

Technical Reading: Graphs, Charts, Maps, Graphics, Grids, Venn

Technical Writing: Graphs

Persuasive Reading: Advertisements

Persuasive Writing: Advertisements (books)

Third Grade Reading and Literature Curriculum

Alphabetics

1.1.1 Uses decoding skills

Fluency

1.2.1 Knowledge of punctuation

1.2.2 Reads expressively: pace, phrasing, intonation

1.2.3 Knowledge of sentence structure

1.2.4 Uses word recognition strategies

1.2.5 Adjusts reading rate (N,E,T,P)

Vocabulary

1.3.1 Expands sight word vocabulary

1.3.2 ▲◆Uses context clues

1.3.3 Identifies:

- ☐ Synonyms
- ☐ Antonyms
- ☐ Homophones

1.3.4 Uses a dictionary or glossary

1.3.5 ▲Uses structural analysis

- ☐ Compound words
- ☐ Contractions
- ▲ Prefixes: mis-, pre-, pro-, re-, un-
- ▲ Suffixes: -ed, -er, -est, -ing, -ly, -y
- ▲ Grade level base/root words

1.3.6 Identifies literal and figurative language

- ⑥ Similes and metaphors

Comprehension

1.4.1 Identifies characteristics of text (N,E,T)

1.4.2 ▲◆Identifies text features

- ▲Title, ▲graphs/charts, ▲table of contents,
- ▲pictures/illustrations, boldface, italics, glossary, index

1.4.3 Make, revises, and confirms predictions

1.4.4 Generates and answers questions

- ☐ Literal, inferential, and critical thinking

1.4.5 ▲Makes inferences and draws conclusions

1.4.6 ▲Identifies text structure

- ▲ Sequence
- ▲ Problem and Solution
- ☐ Description
- ☐ Cause and Effect
- ☐ Compare and Contrast

1.4.7 Sequences events and information in order

1.4.8 ▲◆Compares and contrasts characters and topics

1.4.9 ▲◆Links causes and effects (N,E)

1.4.10 ▲Retells main ideas, events, supporting details

1.4.11 ▲◆Identifies topic, main ideas, supporting details

1.4.12 ④Author's purpose (persuade, entertain, inform)

1.4.13 Establishes a purpose for reading or listening

1.4.14 ④Distinguishes fact and opinion

Literary Elements (N)

2.1.1 ▲◆Characters' traits and actions

2.1.2 ▲◆Setting

2.1.3 Sequence of plot

N-Narrative, E-Expository, P-Persuasive, T-Technical

Assessment Key: ▲KRA/KCA, ◆KAMM, □Local, ⑥Future KRA/KCA

Third Grade Writing Curriculum

Text Type: **N** **E** **T** **Other:**

IDEAS AND CONTENT					
Chooses and writes about a narrowed and focused idea					
Writes from a given prompt					
Writes using personal experience/observations/prior knowledge					
Begins to incorporate info. from varied resources (expository)					
Develops one clear main idea with supporting details					
Discusses what constitutes plagiarism					
Gives credit to the author, title, or website (expository)					
Constructs a simple bibliography with author/ title (expository)					
ORGANIZATION					
Prewriting strategies (webbing, brainstorming, listing, group)					
Writes a piece with an introduction, body, and conclusion					
Writes a paragraph with a topic sentence and supporting details					
Begins to use transitions (first, second, third, finally)					
Writes in logical and/or sequential order					
Writes a simple statement / list about one idea (technical only)					
VOICE					
Shares emotions and feelings (awareness of audience)					
Attempts to write with authority so the voice isn't distracting					
WORD CHOICE					
Recognizes and uses nouns, verbs, and adjectives					
Chooses accurate words, phrases appropriate for audience					
SENTENCE FLUENCY					
Writes complete sentences that vary in length					
Writes sentences with different beginnings					
Recognizes an incomplete thought (fragment)					
Begins to use dialogue					
Writes compact sentences or phrases to make a clear point					
CONVENTIONS					
Capitalizes proper nouns and beginning of sentences					
Uses correct punctuation					
Uses correct grammar					
Uses correct noun/pronoun and subject/verb agreement					
Correctly spells high frequency words and more difficult words					
Uses graphic devices: charts, graphs, maps, illustrations (Technical)					
Attempts paragraph divisions					

Narrative Reading: Short Stories, Plays/Reader's Theatre, Fairy Tales, Poetry, Diaries, Trade Books/Authentic Text

Narrative Writing: Journals, Short Stories, Fairy Tales, Poetry (haiku, acrostic, triante), Letters, Mapping

Expository Reading: Weekly Readers, Content-Area Text (Science and Social Studies), Trade Books/Authentic Text

Expository Writing: Response Writing, Quick Writes, Brainstorming, Hypothesize/Science Writing, Compare/Contrast

Technical Reading: Reference Books, Recipes, Instructions, Graphs, Diagrams, Pictures/Captions, Maps/Atlas

Technical Writing: Demonstration, directions, rainbowing

Persuasive Reading: Short Stories, Weekly Reader, Editorials/Newspaper

Persuasive Writing: Opinion Papers, Cartoons, Pamphlets, Speeches, Posters

Fourth Grade Reading and Literature Curriculum

Alphabetic						
1.1.1 Uses decoding skills						
Fluency						
1.2.1 Knowledge of punctuation						
1.2.2 Reads expressively: pace, phrasing, intonation						
1.2.3 Knowledge of sentence structure						
1.2.4 Uses word recognition strategies						
1.2.5 Adjusts reading rate (N,E,T,P)						
Vocabulary						
1.3.1 ▲◆ Context Clues						
1.3.2 Synonyms, antonyms, homophones, homographs						
1.3.3 Uses a dictionary, glossary, and thesaurus						
1.3.4 ▲ Structural Analysis						
□ Compound Words, Contractions						
▲ Prefixes: anti, dis, ex, non, under						
▲ Suffixes: en, ful, less, ment, ness						
▲ Grade-level roots						
1.3.5 Identifies Literal and Figurative Language						
Ⓢ Similes, Metaphors, Analogies						
□ Idioms						
Comprehension						
1.4.1 Identifies characteristics of text (N,E,T)						
1.4.2 ▲◆ Text features						
▲ Title, ▲ graphs/charts, ▲ table of contents,						
▲ pictures/illustrations, ▲ boldface type,						
▲ italics, glossary, index, headings, subheadings						
1.4.3 Make, revise, and confirm predictions						
1.4.4 Generates and answers questions						
□ Literal, inferential, and critical thinking						
1.4.5 ▲ Makes inferences and draws conclusions						
1.4.6 ▲ Identifies text structure						
▲ Description						
▲ Sequence						
▲ Problem and Solution						
▲ Cause and Effect						
▲ Compare and Contrast						
1.4.7 ▲◆ Compares and contrasts information						
□ Topics, Characters, Themes						
□ Problem/Solutions, Cause/Effect						
1.4.8 ▲◆ Links causes and effects (N,E)						
1.4.9 ▲ Retells main ideas, events, supporting details						
1.4.10 ▲◆ Identifies topic, main ideas, supporting details						
1.4.11 ▲◆ Author's purpose (persuade, entertain, inform)						
1.4.12 Establishes a purpose for reading or listening						
1.4.13 Follows directions in technical text						
1.4.14 ▲ Distinguishes between fact and opinion						
Literary Elements (N)						
2.1.1 ▲◆ Characters' traits and actions						
2.1.2 ▲◆ Setting						
2.1.3 ▲ Major conflict and resolution						

Fourth Grade Writing Curriculum

Text Type: **N** **E** **T** **P**

IDEAS AND CONTENT					
Chooses and writes about a narrowed and focused idea					
Writes from a given prompt					
Writes using personal experience/observations/prior knowledge					
Begins to incorporate info. from varied resources (E)					
Maintains focused ideas and supporting details					
Identifies what constitutes plagiarism					
Uses simple/compound sentences to express information					
Identifies references for all information used from sources					
Constructs a simple bibliography with author, title, publisher, year, and/or website name					
Chooses a position to write about on a selected topic (P)					
Begins to explore two sides of an issue (P)					
Begins to build an argument (P)					
ORGANIZATION					
Prewriting strategies (webbing, brainstorming, listing, group)					
Writes a clear introduction, reasonable body, and conclusion					
Uses transitions to connect points (next, after, then)					
Writes paragraph in logical order (typically 1-5 sentences)					
Writes a simple statement / list about one idea (T)					
VOICE					
Writes in an expressive and individualized style					
Attempts to write with authority so the voice isn't distracting					
Begins to write to convey emotion and personality					
WORD CHOICE					
Uses specific nouns, powerful verbs, and vivid adjectives					
Chooses words/phrases appropriate for purpose and audience					
SENTENCE FLUENCY					
Grammatically correct sentences that vary in length/structure					
Writes sentence beginnings that relate to and build upon others					
Recognizes an incomplete thought (fragment)					
Begins to write purposeful dialogue					
Writes compact sentences or phrases to make a clear point					
CONVENTIONS					
Uses standard writing conventions with accuracy					
Writes with correct grammar and usage for clarity					
Uses correct spelling even with more difficult words					
Uses paragraph divisions					
Correctly spells high frequency words and more difficult words					
Uses resources to spell words correctly					
Uses graphic devices: charts, graphs, maps, illustrations (T)					

Narrative Reading: Novels, Poems, Short Genres, Textbooks

Narrative Writing: Descriptive Writing, Journals, Narrative Writing, Letters

Expository Reading: Scholastic, Content-Area Text, Graphs, Book Reviews, Newspaper Clippings

Expository Writing: Research, Journal (inform), Expository Paper, Book Reviews

Technical Reading: Instructions, Graphs, Maps, Recipes

Technical Writing: Instructions, Journals (how to), Technical Paper

Persuasive Reading: Advertisements, Book Review

Persuasive Writing: Journals, Persuasive Paper, Book Reviews

N-Narrative, E-Expository, P-Persuasive, T-Technical

Assessment Key: ▲KRA/KCA, ◇KAMM, □Local, ●Future KRA/KCA

Fifth Grade Reading and Literature Curriuculum

Fluency

1.2.1 Knowledge of conventions and text features						
1.2.2 Reads expressively: pace, phrasing, intonation						
1.2.3 Knowledge of sentence structure						
1.2.4 Uses word recognition strategies						
1.2.5 Adjusts reading rate (N,E,T,P)						

Vocabulary

1.3.1 ▲◇ Context Clues						
1.3.2 Synonyms, antonyms, homophones, homographs						
1.3.3 Uses a dictionary, glossary, and thesaurus						
1.3.4 ▲ Structural Analysis						
▲ Prefixes: bi-, co-, de-, en-, tri-						
▲ Suffixes: -able/-ible, -ance/-ence, -ate, -ish						
▲ Grade-Level Roots						
1.3.5 ⑥ Figurative Language						
⑥ Similes						
⑥ Metaphors						
⑥ Analogies						
□ Hyperbole, Onomatopoeia						
□ Idioms, Personification						

Comprehension

1.4.1 Identifies characteristics of text (N,E,T,P)						
1.4.2 ▲◇ Text features						
▲ title, ▲graphs and charts, ▲table of contents,						
▲pictures/illustrations, ▲boldface type, ▲italics,						
▲glossary, ▲index, ▲headings, ▲subheadings,						
▲captions, and topic and summary sentences.						
1.4.3 Makes, revises, and confirms predictions						
1.4.4 Generates and answers questions						
□ Literal, inferential, and critical thinking						
1.4.5 ▲ Makes inferences and draws conclusions						
1.4.6 ▲ Identifies text structure						
▲ Description						
▲ Sequence						
▲ Problem and Solution						
▲ Cause and Effect						
▲ Compare and Contrast						
1.4.7 ▲◇ Compares/contrasts characters and topics						
□ Topics, Characters, Themes						
□ Problems/Solutions, Causes/Effects						
1.4.8 ▲◇ Links causes and effects (N,E,T,P)						
1.4.9 ▲ Retells main ideas, events, supporting details						
1.4.10 ▲◇ Identifies main idea, supporting details, theme						
1.4.11 ▲◇ Identifies author's purpose						
1.4.12 Establishes a purpose for reading						
1.4.13 Follows directions in technical text						
1.4.14 ⑥ Identifies evidence in persuasive text						
1.4.15 ▲◇ Fact and opinion, propoganda (advertising, media)						

Literary Elements (N)

2.1.1 ▲◇ Characters' traits, feelings, reasons, actions						
2.1.2 ▲◇ Setting and its importance						
2.1.3 ▲◇ Major conflict and related events						
▲ Problem or conflict, climax, resolution						

Fifth Grade Writing Curriculum

Text Type: **N E T P**

IDEAS AND CONTENT					
Chooses and writes about a narrowed and focused idea					
Writes from a given prompt					
Writes using personal experience/observations/prior knowledge					
Begins to incorporate info. from varied resources (E)					
Maintains focused ideas and supporting details					
Identifies what constitutes plagiarism					
Uses simple/compound sentences to express information					
Identifies references for all information used from sources					
Constructs a simple bibliography with author, title, publisher, year, and/or website name, address, copyright					
Chooses a position to write about on a selected topic (P)					
Begins to explore two sides of an issue (P)					
Begins to build an argument (P)					
ORGANIZATION					
Prewriting strategies (webbing, brainstorming, listing, group)					
Writes an inviting introduction, body, and satisfying conclusion					
Uses transitions to connect points (next, after, then)					
Writes paragraph in logical order (typically 1-5 sentences)					
Writes a simple statement / list about one idea (T)					
VOICE					
Writes in an expressive and individualized style					
Attempts to write with authority so the voice isn't distracting					
Writes with emotion and personality to inform the reader					
WORD CHOICE					
Uses vivid and powerful language to create strong imagery					
Chooses words/phrases appropriate for purpose and audience					
SENTENCE FLUENCY					
Grammatically correct sentences that vary in length/structure					
Writes sentence beginnings that relate to and build upon others					
Recognizes complete sentences and sentence fragments					
Uses dialogue so it sounds conversational and natural					
Writes compact sentences or phrases to make a clear point					
CONVENTIONS					
Uses standard writing conventions with accuracy and style					
Writes with correct grammar and usage for clarity					
Uses correct spelling even with more difficult words					
Uses paragraph divisions					
Correctly spells high frequency words and more difficult words					
Uses resources to spell words correctly					
Uses graphic devices: charts, graphs, maps, illustrations (T)					

Narrative Reading: Novels, Short Stories, Biographies, Plays, Poetry

Narrative Writing: Descriptive Writing, Journals, Poetry, Creative Writing, Narrative Writing

Expository Reading: Scholastic, Content-Area Text, Cartoons

Expository Writing: Research, Journal (inform), Cartoons

Technical Reading: Instructions, Maps, Locations, CCC

Technical Writing: Instructions, Puzzles, Directions

Persuasive Reading: DARE Essay, CC

Persuasive Writing: Journals, DARE Essay, Book Review

N-Narrative, E-Expository, P-Persuasive, T-Technical

Assessment Key: ▲KRA/KCA, ◇KAMM, □Local, ●Future KRA/KCA