

Tennessee English Language Arts Standards

Grade 1

Standard 1- Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of standard American English and its conventions?

Grade Level Expectations

GLE 0101.1.1 Demonstrate control of Standard English usage, mechanics, spelling, and sentence structure.

GLE 0101.1.2 Employ a variety of strategies to decode words and expand vocabulary.

GLE 0101.1.3 Develop and maintain phonemic awareness.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.1.1** Identify and use adjectives (i.e., descriptive), nouns (i.e., singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., tense, subject-verb agreement) correctly.
- ✓ **0101.1.2** Use capitals letters correctly (i.e., in the first word of a sentence, first and last names, pronoun *I*, proper nouns).
- ✓ **0101.1.3** Identify and use correct punctuation at the end of declarative sentences and questions.
- ✓ **0101.1.4** Form contractions correctly.
- ✓ **0101.1.5** Understand that some words sound the same but are spelled differently and mean different things (homophones-flower/flour).
- ✓ **0101.1.6** Understand that groups of words make sentences.
- ✓ **0101.1.7** Understand that word order determines the meaning of a sentence.
- ✓ **0101.1.8** Identify and write complete sentences correctly.

- ✓ **0101.1.9** Spell simple words using developing phonetic knowledge, sounds of the alphabet, and simple consonant/vowel patterns.
 - Spell high frequency words correctly (e.g., Dolch list, Dr. Fry list).
 - Spell three and four letter short and long vowel words, using basic CVC and CVVC patterns.
 - Alphabetize words to the first letter.
- ✓ **0101.1.10** Show evidence of expanding language through vocabulary growth.
 - Build vocabulary by reading, listening to, and discussing a variety of literature.
 - Use word families and word walls.
 - Read high frequency words in context.
 - Recognize and identify compound words, synonyms, and antonyms.
 - Identify positional words (e.g., inside, outside, beside, between).
 - Identify simple multi-meaning words in context (e.g., fly, pop, bat).
 - Use a picture dictionary/beginning dictionary to determine word meaning.

Phonemic Awareness

- ✓ **0101.1.11** Maintain phonemic awareness.
 - Understand that a phoneme is one distinct sound.
 - Use sound stretching of one syllable words to identify each phoneme.
 - Use sound blending of each separately spoken phoneme to make meaningful words.
 - Segment one-syllable words into individual sounds and blend the sounds into whole words.
 - Recognize and produce rhyming words.
 - Recognize words that have the same beginning, middle, and ending sounds.
 - Understand words are made up of one or more syllables (e.g., students clap syllables, move objects, etc. in words.)
 - Substitute targeted sounds to change words (e.g., bed to bad, hat to bat).
 - Change the letters of a given word to create new words (e.g., pan to nap, tent to net).
- ✓ **0101.1.12** Apply phonics generalizations in order to decode words.
 - Name all upper and lowercase letters of the alphabet.
 - Understand that the sequence of letters in a written word represents the sequence of sounds in a word.
 - Use letter-sound matches and structural analysis to decode grade level words.
 - Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words.
 - Apply long and short vowel rules when decoding text.
 - Use sounding out words, chunking words into smaller parts, looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words.
 - Continue to decode unknown words that are grade level appropriate.

Standard 2- Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in school, the workplace, and the larger community.

Guiding Question 2

What communication skills are essential to achieve success in school, the workplace, and in leisurely pursuits?

Grade Level Expectations

GLE 0101.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.

GLE 0101.2.2 Develop critical speaking skills essential for effective communication.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0101.2.1** Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- ✓ **0101.2.2** Listen attentively to speaker for specific information.
- ✓ **0101.2.3** Understand and follow simple two and three-step oral directions.
- ✓ **0101.2.4** Summarize what has been heard using the logical sequence of events.

Speaking

- ✓ **0101.2.5** Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
- ✓ **0101.2.6** Speak clearly, properly, and politely, and recognize the difference between formal and informal language.
- ✓ **0101.2.7** Give multi-step oral directions.
- ✓ **0101.2.8** Participate in group discussion.
 - Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem).
 - Ask and respond to questions from teacher and other group members.
- ✓ **0101.2.9** Retell a story, describing the plot, characters, and setting.

✓ **0101.2.10** Recite poems, stories, and songs.

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Standard 3- Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Grade Level Expectations

GLE 0101.3.1 Write in a variety of modes for a variety of audiences and purposes.

GLE 0101.3.2 Employ a variety of prewriting strategies.

GLE 0101.3.3 Organize ideas into a topic paragraph with complete coherent sentences.

GLE 0101.3.4 Revise first drafts for clearer meaning, correct capitalization, and punctuation.

GLE 0101.3.5 Evaluate own and others' writing.

GLE 0101.3.6 Determine how, when, and whether to incorporate graphics in written work.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.3.1** Write to describe, entertain, persuade, and inform.
- ✓ **0101.3.2** Write in response to literature (e.g., create a new ending to a story, create a drawing to respond to literature), and compose a variety of written works (e.g., friendly letters, journal entries, experience stories).
- ✓ **0101.3.3** Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, Venn diagrams) independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information.
- ✓ **0101.3.4** Utilize classroom resources to support the writing process (e.g., word walls, picture dictionaries).
- ✓ **0101.3.5** Compose first drafts using the appropriate parts of the writing process with an emphasis on planning and self correcting.
- ✓ **0101.3.6** Use temporary/creative spelling to spell independently as needed.
- ✓ **0101.3.7** Arrange events in a logical and sequential order when writing.

- ✓ **0101.3.8** Add descriptive words and details to writing.
- ✓ **0101.3.9** Create legible documents for reading by forming legible upper and lower case letters utilizing correct spacing, writing form left to right and top to bottom, and tracing and reproducing letters and words correctly.
- ✓ **0101.3.10** Evaluate own and others' writing through small group discussion and shared work.
- ✓ **0101.3.11** Incorporate suggestions from teachers and peers.
- ✓ **0101.3.12** Revise first drafts of writing for clearer meaning, correct capitalization, and punctuation.
- ✓ **0101.3.13** Use a simple rubric to evaluate writing.
- ✓ **0101.3.14** Review personal collection to determine progress.
- ✓ **0101.3.15** Incorporate photographs or illustrations in written work.
- ✓ **0101.3.16** Be aware that technology can be used as a means to publish and present.

Standard 4- Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Course Level Expectations

GLE 0101.4.1 Define and narrow a topic for research.

GLE 0101.4.2 Gather relevant information from a variety of sources.

GLE 0101.4.3 Write a research report.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.5.1** Narrow a topic so that the research process is manageable.
- ✓ **0101.5.2** Use the family and community as resources of information.
- ✓ **0101.5.3** Visit the library as a resource of information for research.
- ✓ **0101.5.4** Recognize and identify a variety of print and electronic resources available for information (e.g., books, newspapers, technology, magazines, graphs).
- ✓ **0101.5.5** Write a research report that evidences a systematic gathering of information.

Standard 5- Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and concluding appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Grade Level Expectations

GLE 0101.5.1 Develop the ability to think critically and logically.

GLE 0101.5.2 Apply logic in a variety of written and oral contexts.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.5.1** Distinguish between fiction and nonfiction.
- ✓ **0101.5.2** Distinguish between fantasy and reality.
- ✓ **0101.5.3** Make inferences and draw appropriate conclusions.
- ✓ **0101.5.4** Make and adjust predictions on text information.
- ✓ **0101.5.5** Compare and contrast information and ideas.
- ✓ **0101.5.6** Identify sequences of events.

Standard 6- Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive set of skills different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Grade Level Expectations

GLE 0101.6.1 Follow simple directions in informational text.

GLE 0101.6.2 Comprehend the main ideas and supporting details of informational text.

GLE 0101.6.3 Read, interpret, and analyze the graphics that support informational text.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.6.1** Follow simple directions in informational text to complete a task.
- ✓ **0101.6.2** Summarize the main ideas and supporting details of informational text.
- ✓ **0101.6.1** Explore various forms of informational texts (e.g., books, charts, newspapers, magazines).
- ✓ **0101.6.2** Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).
- ✓ **0101.6.3** Use text features to comprehend informational texts (e.g., time lines, graphs, charts, maps, illustrations).
- ✓ **0101.6.4** Identify parts of a book (e.g., front cover and back cover, table of contents, index, glossary, title page, author, illustrator).

Standard 7- Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of media?

Grade Level Expectations

GLE 0101.7.1 Explore a variety of media.

GLE 0101.7.2 Analyze media for their ability to inform, persuade, and entertain.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.7.1** Experience and respond to a variety of media (e.g., books, audio tapes, video, film, computer, illustrations, LivingBooks, WebQuest, fine arts).
- ✓ **0101.7.2** Visit libraries/media centers and regularly check out materials.
- ✓ **0101.7.3** Understand the main idea in a visual message (e.g., pictures, cartoons, posters).

Standard 8- Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

Grade Level Expectations

GLE 0101.8.1 Explore and experience various literary genres.

GLE 0101.8.2 Employ a variety of comprehension strategies.

GLE 0101.8.3 Develop reading fluency, expression, accuracy, and confidence.

GLE 0101.8.4 Identify and analyze literary elements.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.8.1** Read picture books, alphabet and number books, rhyming books, story books, fairy tales, poetry, and nonfiction text.
- ✓ **0101.8.2** Identify a purpose for reading.
- ✓ **0101.8.3** Make predictions about text.
- ✓ **0101.8.4** Participate in the creation of graphic organizers (KWL charts, diagrams).
- ✓ **0101.8.5** Derive meaning while reading by employing the following strategies:
 - Asking questions to clarify meaning.
 - Participating in discussions.
 - Predicting what will happen next.
 - Creating mental images.
 - Using illustrations to gain meaning.
 - Answering the Five W + H questions (i.e., Who, What, When, Where, How, Why).
 - Relating knowledge from personal experience, other text, and world events to make meaning from text.
- ✓ **0101.8.6** Identify the main idea and supporting details of text.
- ✓ **0101.8.7** Identify the characters, plot, setting, and events in a story.

- ✓ **0101.8.8** Participate in shared reading and small group guided reading.
- ✓ **0101.8.9** Read simple text containing familiar letter-sound correspondence and high frequency words.
- ✓ **0101.8.10** Read orally with accuracy, using appropriate pacing, intonation, and expression.

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