

Tennessee English Language Arts Standards

Kindergarten

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 0001.1.1 Demonstrate control of Standard English usage, mechanics, spelling, and sentence structure.

GLE 0001.1.2 Employ a variety of strategies to decode words and expand vocabulary.

GLE 0001.1.3 Develop and maintain phonemic awareness.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.1.1** Recognize end punctuation marks for statements (period), questions (question mark), and emotions (exclamation mark).
- ✓ **0001.1.2** Recognize capitalization at the beginning of sentences.
- ✓ **0001.1.3** Capitalizes proper nouns (names and places).
- ✓ **0001.1.4** Spell and own first and last name.
- ✓ **0001.1.5** Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
- ✓ **0001.1.6** Read high frequency words (e.g., the, and, can, color words, number words).
- ✓ **0001.1.7** Recognize nonlinguistic representations of words (e.g., picture dictionary, room labels, common symbols such as stop signs).
- ✓ **0001.1.8** Use context clues to identify vocabulary in text.
- ✓ **0001.1.9** Arrange words in alphabetical order.

- ✓ **0001.1.10** Build vocabulary by reading, listening to, and discussing a variety of literature.

Phonemic Awareness

- ✓ **0001.1.11** 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 and ending sounds.
 - Understand words are made up of one or more syllables (e.g., students clap syllables in words.)
- ✓ **0001.1.12** Apply phonics generalizations in order to decode words.
- Recognize and 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 to decode simple words.
 - Understand that as letters of a word change, so do the sounds (alphabetic principle).
 - Make new words using common word families (e.g., b-at, p-at, c-at).
 - Use the first letter of a word paired with a picture as a decoding strategy.

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 0001.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.

GLE 0001.2.2 Develop critical speaking skills essential for effective communication.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0001.2.1** Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- ✓ **0001.2.2** Listen attentively to speaker for specific information.
- ✓ **0001.2.3** Understand and follow simple two-step oral directions.
- ✓ **0001.2.4** Summarize what has been heard using the logical sequence of events.

Speaking

- ✓ **0001.2.5** Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
- ✓ **0001.2.6** Speak clearly, properly, and politely, and recognize the difference between formal and informal language.
- ✓ **0001.2.7** Give simple two-step oral directions.
- ✓ **0001.2.8** 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.
- ✓ **0001.2.9** Retell a story, describing the plot, characters, and setting.

✓ **0001.2.10** 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 0001.3.1 Write in a variety of modes for a variety of purposes.

GLE 0001.3.2 Employ a variety of prewriting strategies.

GLE 0001.3.4 Revise first drafts for clearer meaning, correct capitalization, and punctuation.

GLE 0001.3.5 Evaluate own and others' writing.

GLE 0001.3.6 Determine how, when, and whether to incorporate graphics in written work.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.3.1** Write to describe, entertain, and inform.
- ✓ **0001.3.2** Write in response to literature (e.g., create a new ending to a story, retell a story using illustrations), and compose a variety of written works (e.g., class letter, journal entries {temporary/conventional spelling and/or series of pictures}, and experience stories).
- ✓ **0001.3.3** Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, diagrams) independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information.
- ✓ **0001.3.4** Use temporary/creative spelling to spell independently as needed.
- ✓ **0001.3.5** Add descriptive words and details to writing.
- ✓ **0001.3.6** Create legible documents for reading by forming legible upper and lower case letters, writing form left to right and top to bottom, and tracing and reproducing letters and words correctly.
- ✓ **0001.3.7** Evaluate own and others' writing through small group discussion and shared work.
- ✓ **0001.3.8** Incorporate suggestions from teachers and peers.

- ✓ **0001.3.9** Revise first drafts of writing for clearer meaning, correct capitalization, and punctuation.
- ✓ **0001.3.10** Review personal collection to determine progress.
- ✓ **0001.3.11** Incorporate photographs or illustrations in written work.
- ✓ **0001.3.12** Be aware that technology can be used as a means to publish and present.

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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 0001.4.1 Define and narrow a topic for research.

GLE 0001.4.2 Gather relevant information from a variety of sources.

GLE 0001.4.3 Prepare and deliver an oral research report.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.5.1** Narrow a topic so that the research process is manageable.
- ✓ **0001.5.2** Use the family and community as resources of information.
- ✓ **0001.5.3** Visit the library as a resource of information for research.
- ✓ **0001.5.4** Recognize and identify a variety of print and electronic resources available for information (e.g., books, newspapers, technology, magazines, graphs).
- ✓ **0001.5.5** Prepare and deliver an oral 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 0001.5.1 Develop the ability to think critically and logically.

GLE 0001.5.2 Apply logic in a variety of written and oral contexts.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.5.1** Distinguish between fiction and nonfiction.
- ✓ **0001.5.2** Distinguish between fantasy and reality.
- ✓ **0001.5.3** Make inferences and draw appropriate conclusions.
- ✓ **0001.5.4** Make and adjust predictions on text information.
- ✓ **0001.5.5** Compare and contrast information and ideas.
- ✓ **0001.5.6** 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 0001.6.1 Comprehend the main ideas and supporting details of informational text.

GLE 0001.6.2 Read, interpret, and analyze the graphics that support informational text.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.6.2** Summarize the main ideas of informational text.
- ✓ **0001.6.1** Explore various forms of informational texts (e.g., books, charts, newspapers, magazines).
- ✓ **0001.6.2** Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).
- ✓ **0001.6.3** Use text features to comprehend informational texts (e.g., time lines, graphs, charts, maps, illustrations).

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 0001.7.1 Explore a variety of media.

GLE 0001.7.2 Analyze media for their ability to inform, persuade, and entertain.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.7.1** Experience and respond to a variety of media (e.g., books, audio tapes, film).
- ✓ **0001.7.2** Visit libraries/media centers and regularly check out materials.
- ✓ **0001.7.3** 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 0001.8.1 Explore and experience various literary genres.

GLE 0001.8.2 Employ a variety of comprehension strategies.

GLE 0001.8.3 Develop reading fluency, expression, accuracy, and confidence.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.8.1** Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, lyrics to songs.
- ✓ **0001.8.2** Identify a purpose for reading.
- ✓ **0001.8.3** Make predictions about text.
- ✓ **0001.8.4** Participate in the creation of graphic organizers (KWL charts, diagrams).
- ✓ **0001.8.5** 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.
 - Relating knowledge from personal experience, other text, and world events to make meaning from text.
- ✓ **0001.8.6** Identify the main idea of text.
- ✓ **0001.8.7** Identify the characters, setting, and events in a story.
- ✓ **0001.8.8** Participate in shared reading and small group guided reading.

- ✓ **0001.8.9** Read simple text containing familiar letter-sound correspondence and high frequency words.
- ✓ **0001.8.10** Recognize that intonation and volume of voice assist with meaning.

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