

# Tennessee English Language Arts Standards 2009-2010 Implementation

## Kindergarten

### Standard 1- Language

#### Grade Level Expectations

**GLE 0001.1.1** Demonstrate an emerging understanding of basic 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 phonological awareness.

**GLE 0001.1.4** Begin to explore the alphabetic principle.

#### 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** Use capitalization when writing names.
- ✓ **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** Build vocabulary by reading, listening to, and discussing a variety of literature.

## **Phonemic Awareness**

- ✓ **0001.1.10** 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.)

## **Phonics**

- ✓ **0001.1.11** 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

## 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.

## Standard 3- Writing

### Grade Level Expectations

**GLE 0001.3.1** Use basic knowledge of simple capitalization and punctuation rules.

**GLE 0001.3.2** Employ a variety of strategies to generate story ideas.

**GLE 0001.3.4** Compose simple stories with teacher assistance.

**GLE 0001.3.5** Evaluate own and group writing using a simple classroom rubric.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.3.1** 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.
- ✓ **0001.3.2** Use temporary/creative spelling to spell independently as needed.
- ✓ **0001.3.3** Add descriptive words and details to writing.
- ✓ **0001.3.4** Create legible documents for reading by forming legible upper and lower case letters, writing from left to right and top to bottom, and tracing and reproducing letters and words correctly.
- ✓ **0001.3.5** Evaluate own and others' writing through small group discussion and shared work.
- ✓ **0001.3.6** Incorporate suggestions from teachers and peers.

## **Standard 4- Research**

### **Course Level Expectations**

**GLE 0001.4.1** Define and narrow a research question appropriate to grade level and ability.

**GLE 0001.4.2** Select a source necessary to answer a research question.

**GLE 0001.4.3** Deliver an oral report on a research question.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0001.4.1** Narrow a research question so that the research process is manageable.
- ✓ **0001.4.2** Use the family and community as sources of information.
- ✓ **0001.4.3** Present the answers to a research question orally to the class.

## **Standard 5- Logic**

### **Grade Level Expectations**

**GLE 0001.5.1** Develop an understanding of sequential events.

**GLE 0001.5.2** Recognize the relationship of actions and consequences.

### **Checks for Understanding (Formative/Summative Assessment)**

✓ **0001.5.1** Arrange three items or events in sequential order.

✓ **0001.5.2** Identify the likely consequence of a particular action.

# Standard 6- Informational Text

## Grade Level Expectations

**GLE 0001.6.1** Comprehend the main idea of informational texts.

**GLE 0001.6.2** Recognize that illustrations support information in the texts.

## Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.6.1** Respond appropriately to teacher's questions regarding the main idea of an informational text.
- ✓ **0001.6.2** Explore various forms of informational texts (e.g., charts, magazines, books).
- ✓ **0001.6.3** Use illustrations to help comprehend informational texts.

## **Standard 7- Media**

### **Grade Level Expectations**

**GLE 0001.7.1** Explore a variety of media.

### **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.

# Standard 8- Literature

## Grade Level Expectations

**GLE 0001.8.1** Explore and experience various literary genres.

**GLE 0001.8.2** Employ a variety of basic reading comprehension strategies.

**GLE 0001.8.3** Develop reading fluency and accuracy.

**GLE 0001.8.4** Identify basic literary elements.

## 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, and song lyrics.
- ✓ **0001.8.2** Distinguish between fiction and nonfiction.
- ✓ **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.
- ✓ **0001.8.6** Identify the characters, setting, and events of a story.
- ✓ **0001.8.7** Read simple text containing familiar letter-sound correspondence and high frequency words.
- ✓ **0001.8.8** Recognize that intonation and volume of voice assist with meaning.