



Alignment of Tennessee English
Language Arts Standards
and
The Fountas & Pinnell Literacy
Continuum: A tool for assessment,
planning, and teaching, expanded edition
Grades K-3

Introduction

Tennessee English Language Arts Standards and *The Fountas & Pinnell Literacy Continuum*

Tennessee English Language Arts Standards

Tennessee’s current academic standards provide a common set of expectations for what students will know and be able to do at each grade level. They define end-of-year expectations on a progression across the grades, in service of cornerstone standards, which ultimately lead to the keystone—post-secondary and workforce preparedness. In order for students to reach these desired learning outcomes, a well-developed curriculum and evidence-based instructional practices are necessary. The Tennessee Academic Standards advocate for districts to determine the curricula and for teachers to use knowledge of their students and professional judgment to best support students in achieving these expectations.

While the processes of communication are inherently connected, the authors have separated them into strands for clarity. The Tennessee English Language Arts Standards are separated into five sections, outlined in the figure below. Within each strand, there are categories and numbered standards that fit within each category. Abbreviations within the document list the grade level, followed by the strand, the category within the strand, and finally the number of the standard (e.g., K.FP.PC.1).

The Tennessee English Language Arts Standards address multiple areas of literacy development. The committee organized these standards intentionally to illustrate their view that

building a strong foundation will support students in developing along a progression that leads to readiness for post-secondary education and the workforce. Therefore, Foundational Literacy is the first strand listed. For kindergarten through grade five, the authors of Tennessee’s standards have chosen to focus language standards on those which are essential and closely interrelated to foundational literacy. The language standards have been incorporated into the Foundational Literacy strand for these grade levels and are not listed as a separate strand until grade six. Next in the Tennessee English Language Arts Standards come the reading strands. The Reading: Literature and Reading: Informational Text strands are listed parallel to one another to demonstrate their close relationship. The reading strands are followed by Speaking and Listening and Writing.

Within a strand, each standard is listed individually, with the cornerstone at the top and the standard for each grade stacked from kindergarten (or grade six for the language strand) upward, until the standard phases out. The authors emphasize the importance of this structure in demonstrating students’ development over time in their understandings. In other words, students should always be building upon foundations laid in earlier grades, so it is important to know what students have been expected to know and be able to do leading up to each grade level.

Tennessee English Language Arts Standards	
Strand	Abbreviation
Foundational Literacy	FL
Language	L
Reading: <ul style="list-style-type: none"> Literature Informational Text 	RL RI
Speaking and Listening	SL
Writing	W

Introduction

Tennessee English Language Arts Standards and *The Fountas & Pinnell Literacy Continuum*

The Fountas & Pinnell Literacy Continuum

The Fountas & Pinnell Literacy Continuum: A tool for assessment, planning, and teaching (2017) describes text characteristics and behavioral goals for students in prekindergarten through grade eight in all areas of the language arts. The text contains eight continua, outlined on page six of this document. The sections are organized by grade level, apart from the guided reading continuum, which is instead arranged according to the Fountas & Pinnell text gradient levels A to Z.

Within each of the continua, additional organization is in place. For example, the Interactive Read-Aloud and Literature Discussion and Writing About Reading continua have sections for “Fiction Texts” and “Nonfiction Texts” at each grade level, with subheadings within each section. Individual behaviors and understandings are demonstrated as bullet points throughout *The Continuum*. When the bullet points describe reading behaviors and understandings, they are further categorized with certain shapes and colors to show thinking within (blue circle), beyond (green diamond), and about (purple square) the text. All new understandings at a grade level are represented in red (see page six of this document for visual examples).

Each of the eight continua within the larger text represents an instructional context that is part of a design for responsive literacy teaching. These aspects of instruction work together to support students’ development of reading, writing, and language processes. The eight continua are interrelated, as students engage in reading, writing, and talking about texts in authentic ways throughout the school day. As a result, text characteristics and behavioral goals may appear in more than one of the eight continua.

Alignment

Both The Tennessee English Language Arts Standards and *The Continuum* aim to take the complex work of reading, writing, and communication and provide descriptions of what students will know and be able to do. They also acknowledge the fact that engaging in authentic literacy experiences can address multiple areas of literacy and language learning. The resources stress the importance of engaging with a variety of increasingly complex texts, in multiple genres to grow capacity as readers, writers, and communicators. They also note that student learning is expected to grow over time, with students holding on to understandings and building upon them.

The Continuum was created after gathering feedback from teachers and researchers, as well as careful reviewing standards and current research in the field of literacy. The two documents describe progress in multiple areas of literacy, and behaviors and understandings found in *The Continuum* are consistent with expectations laid forth in Tennessee’s state standards. The two rely on teachers noticing what their students understand and are beginning to take on, and determining how to approach instruction, with the goal of learners continually progressing in their literacy and language learning over time.

Using This Resource

The bullet points of student behaviors and understandings from *The Fountas & Pinnell Literacy Continuum* listed in this document represent only a small portion of those represented in the entire text. The descriptions of text characteristics and behavioral goals in *The Continuum* are specific, and as a result inform teaching in a way that broader goals cannot. Here you will find only the behaviors that most closely align with Tennessee English Language Arts Standards. Teachers, administrators, and other school leaders can look to this alignment document to find evidence of how clearly *The Continuum* and Tennessee’s correspond with one another.

Introduction

Tennessee English Language Arts Standards and *The Fountas & Pinnell Literacy Continuum*

Using This Resource (continued)

This resource will support teachers in identifying a handful of precise literacy behaviors and understandings that typically-developing students at particular grade levels may exhibit related to Tennessee's State Standards for Reading and Language Arts. Many more behaviors in the text relate to and expand on standards. This document serves to illustrate the strong link between the large resource of *The Continuum* and Tennessee's State Standards for English Language Arts.

The Tennessee English Language Arts Standards define the most critical expectations in reading, writing, and communicating. They do not include an abundant list of items that could possibly be addressed in school related to literacy and language learning. Since this document is designed to illustrate the alignment between Tennessee's standards and *The Continuum*, it holds the same limitations. This document is not intended to replace *The Continuum*, nor should it be used in that way. To use such a resource as a guide for planning and reflecting on whole group, small group, and individual teaching, one needs access to the entire text.

The following two pages provide guides for how this document is organized, including an annotated example, along with keys for symbols and abbreviations. Reviewing those pages will orient a reader to this document. The behaviors and understandings from *The Continuum* are listed in the order in which they appear in its pages. This document follows the structure of the Tennessee English Language Arts Standards in terms of the order of the strands. Foundational Literacy is listed first, followed by the two reading strands, Reading: Literature and Reading: Informational Text, Speaking and Listening, and lastly, Writing. This resource does not place each cornerstone standard with the specific language for the standard at each grade level together. Rather, this document begins with kindergarten and increases in grade level through grade three. The layout of each grade level matches its counterparts, so educators can look across standards and evidence of literacy learning in student behavior in multiple grade levels to see how they build upon one other. Should educators wish to do this, they can lay corresponding pages from different grade levels side-by-side.

The Tennessee English Language Arts Standards include research and rationale to go along with each strand. They also describe the reciprocal relationship between reading and writing, and note the importance of reading, talking, and writing about texts. *The Fountas & Pinnell Literacy Continuum* (2017) also stresses that literacy development progresses through experiencing texts in different contexts and reading, talking, and writing about them (p. 2). In other words, engaging in authentic literacy acts across the school day (and also at home) strengthens students' competencies. Readers of this document will notice that for each set of standards, multiple continua are referenced, and they should keep that in mind as they plan for instruction and close observation of readers, writers, and speakers over time.

Cautions

One important point made in both Tennessee's standards and *The Continuum* is that literacy and language learning develop over time, and every child takes a different path to proficiency. One group of students may start their journey in a different place than others. Looking at the grade level below or above that of one's students can be helpful in understanding starting points for learning, as well as change over time.

Those who refer to this document should remember that the first appearance of a text characteristic, behavior, or understanding in *The Continuum* marks the first time it is introduced. Students require multiple opportunities to develop each understanding, and these develop over time with repeated exposure. The appearance of a behavior or understanding does not indicate an expectation of mastery, and many goals may span multiple grade levels.

Introduction

Tennessee English Language Arts Standards and *The Fountas & Pinnell Literacy Continuum*

This document is organized to show the close connection between each of the continua and the Tennessee English Language Arts Standards. The annotated example below represents a page in this document, and the labels outline features found in each section:

Standard Category	<div>Kindergarten</div> <div>Key Ideas and Details</div>	Strand									
Standard	<table> <tr> <th data-bbox="283 576 598 609">Tennessee Standard</th><th data-bbox="598 576 1627 609">Behaviors and Understandings</th><th data-bbox="1627 576 1690 609"></th></tr> <tr> <td data-bbox="283 625 598 722">1. With prompting and support, ask and answer questions about key details in a text.</td><td data-bbox="598 625 1627 722"> (pp. 28-29) <ul style="list-style-type: none"> Ask questions to deepen understanding of a text Refer to important information and details Tell what happened in a text after hearing it read Recall important details about setting after a story is read Notice and remember characters in simple narratives Use background knowledge to understand settings, problems, and characters </td><td data-bbox="1627 625 1690 722">IRA LD</td></tr> <tr> <td data-bbox="283 738 598 836">2. With prompting and support, orally retell familiar stories, including key details.</td><td data-bbox="598 738 1627 836"> (pp. 116-117) <ul style="list-style-type: none"> After reading an enlarged text and/or a small, individual version with others, discuss what it is about Tell the major events of a story after reading it with others Follow and understand the ideas in simply poems and rhymes in enlarged texts Follow and understand a simple plot in an enlarged fiction text Use some academic language to talk about literary features: e.g., <i>beginning, ending, problem, character</i> </td><td data-bbox="1627 738 1690 836">SR</td></tr> </table>	Tennessee Standard	Behaviors and Understandings		1. With prompting and support, ask and answer questions about key details in a text.	(pp. 28-29) <ul style="list-style-type: none"> Ask questions to deepen understanding of a text Refer to important information and details Tell what happened in a text after hearing it read Recall important details about setting after a story is read Notice and remember characters in simple narratives Use background knowledge to understand settings, problems, and characters 	IRA LD	2. With prompting and support, orally retell familiar stories, including key details.	(pp. 116-117) <ul style="list-style-type: none"> After reading an enlarged text and/or a small, individual version with others, discuss what it is about Tell the major events of a story after reading it with others Follow and understand the ideas in simply poems and rhymes in enlarged texts Follow and understand a simple plot in an enlarged fiction text Use some academic language to talk about literary features: e.g., <i>beginning, ending, problem, character</i> 	SR	Continuum Section
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	<table> <tr> <td data-bbox="283 852 598 1015">3. With prompting and support, orally identify characters, setting, and major events in a story.</td><td data-bbox="598 852 1627 1015"> (pp. 172-173) <ul style="list-style-type: none"> Tell important information about a text Represent a sequence of events from a text through drawing or writing Write a summary that includes important details about setting Tell about the important events of a story, after hearing it read several times and using the pictures in the text List events in a story Write a summary that includes the story problem and how it is resolved Identify characters in a story with labels (after drawing) Write a summary that includes important details about characters Discuss a problem in a story and draw and label how characters act </td><td data-bbox="1627 852 1690 1015">WMR</td></tr> </table>	3. With prompting and support, orally identify characters, setting, and major events in a story.	(pp. 172-173) <ul style="list-style-type: none"> Tell important information about a text Represent a sequence of events from a text through drawing or writing Write a summary that includes important details about setting Tell about the important events of a story, after hearing it read several times and using the pictures in the text List events in a story Write a summary that includes the story problem and how it is resolved Identify characters in a story with labels (after drawing) Write a summary that includes important details about characters Discuss a problem in a story and draw and label how characters act 	WMR							
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Goals From Continuum	<table> <tr> <td data-bbox="283 1031 598 1521"> (pp. 430-433) <ul style="list-style-type: none"> Talk about the important information after reading Remember and talk about the important events in a simple story Identify recurring characters or settings when applicable Make inferences about where the story takes place (as shown in pictures) to help understand it Recognize settings that are familiar: e.g., home, school, neighborhood Recognize that there are characters (people or animals in a story) Use language and pictures to talk about a text (title, beginning, several episodes, ending) </td><td data-bbox="598 1031 1627 1521"></td><td data-bbox="1627 1031 1690 1521">GR</td></tr> </table>	(pp. 430-433) <ul style="list-style-type: none"> Talk about the important information after reading Remember and talk about the important events in a simple story Identify recurring characters or settings when applicable Make inferences about where the story takes place (as shown in pictures) to help understand it Recognize settings that are familiar: e.g., home, school, neighborhood Recognize that there are characters (people or animals in a story) Use language and pictures to talk about a text (title, beginning, several episodes, ending) 		GR							
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Introduction

Tennessee English Language Arts Standards and *The Fountas & Pinnell Literacy Continuum*

In this document, you will find abbreviations for the sections of the *Fountas & Pinnell Literacy Continuum: A tool for assessment* (2017). Each section has been color coded to match the book, and the abbreviations match those found in the digital edition. In addition, this document contains bullet points formatted to match those found in the text. Refer to the keys below for more information:

Section	Abbreviation
Interactive Read-Aloud and Literature Discussion	IRA LD
Shared and Performance Reading	SR
Writing About Reading	WAR
Writing	W
Oral and Visual Communication	OVC
Technological Communication	TC
Phonics, Spelling, and Word Study	PSWS
Guided Reading	GR
Appendix: Grammar, Usage, and Mechanics	Appendix

● Thinking **Within** the Text

◆ Thinking **Beyond** the Text

■ Thinking **About** the Text

● ◆ ■ New behavior at this level

Kindergarten

Print Concepts

Tennessee Standard	Behaviors and Understandings	
1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page-by-page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text. Distinguish between pictures and words. 	(pp. 365-366) <ul style="list-style-type: none"> ■ Distinguish and talk about the differences between pictures and print ■ Understand and talk about the concept of a word ■ Use left-to-right directionality to read one to four lines of print ■ Understand and demonstrate that one spoken word matches one group of letters ■ Hear and recognize word boundaries ■ Recognize letters and state their names ■ Recognize and point to uppercase letters and lowercase letters (e.g., <i>B</i>, <i>b</i>) ■ Distinguish and talk about the differences between the uppercase and lowercase forms of a letter 	PSWS

Phonological Awareness

Tennessee Standard	Behaviors and Understandings	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	(pp. 365-366) <ul style="list-style-type: none"> ■ Hear and say rhyming words: e.g., <i>new</i>, <i>blue</i> ■ Hear and generate rhyming words: e.g., <i>a bug in a ___</i> (<i>hug</i>, <i>jug</i>, <i>mug</i>, <i>rug</i>) ■ Hear, say, and clap syllables: e.g., <i>farm</i>, <i>be/fore</i>, <i>a/ni/mal</i> ■ Blend syllables: e.g.: <i>let/ter</i>, <i>letter</i> ■ Hear and divide onsets and rimes: e.g., <i>m-en</i>, <i>bl-ack</i> ■ Blend onsets with rimes: e.g., /a/ /t/ ■ Hear and say three phonemes in a word: e.g., /r/ /u/ /n/ ■ Add a phoneme to the beginning of a word: e.g., /s/ + <i>it</i> = <i>sit</i> ■ Change the beginning phoneme to make a new word: e.g., <i>not</i>, <i>hot</i> (change /n/ to /h/) ■ Change the ending phoneme to make a new word: e.g., <i>his</i>, <i>him</i>, (change /s/ to /m/) 	PSWS

Kindergarten

Phonics and Word Recognition

Tennessee Standard	Behaviors and Understandings	
3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. <ol style="list-style-type: none"> Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. Associate the long and short phonemes with common spellings for the five major vowels. Read common high-frequency words by sight. Decode regularly spelled CVC words. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	(pp. 116-117) <ul style="list-style-type: none"> Notice features of words (e.g., letters, beginnings, endings, uppercase and lowercase letters) Notice letters in an enlarged text Begin to notice and connect features and parts of words (e.g., phonograms, first letter, word endings) Recognize at least twenty-five high-frequency words in context with the support of teacher and group training Recognize most of the twenty-five high-frequency words in isolation Locate known high-frequency words in print 	SR
	(pp. 365-366) <ul style="list-style-type: none"> Recognize and use beginning consonant sounds and the letters that represent them: <i>b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, y, z</i> Recognize, point to, and say the same beginning consonant sound and the letter that represents the sound (e.g., <i>bag, bee</i>) Understand and talk about the fact that some letters represent vowel sounds Recognize and use the consonant-vowel-consonant (CVC) pattern (e.g., <i>cap, get, pig, got, but</i>) Recognize and use some phonograms with a vowel-consonant-silent e (VCe) pattern: <i>-ace, -ade, -ake</i> Read and write approximately twenty-five high frequency words Locate and read high-frequency words in continuous text 	PSWS
	(pp. 430-433) <ul style="list-style-type: none"> Show evidence of close attention to print Use visual features of words to self-monitor and self-correct Recognize more than twenty-five high-frequency words quickly and easily Recognize words that are repeated within the same text (e.g., <i>am, like, we, this, look, said, here, my, she, come</i>) Read words with very easy, predictable, and decodable letter-sound relationships Read words with easy spelling patterns with the support of pictures and language (VC, CVC, VCe) Say a word and predict its first letter Locate easy high-frequency words in a text (e.g., <i>and, to, up, said, with</i>) Notice visual features of a word and use them to locate or read the word 	GR

Kindergarten

Word Composition

Tennessee Standard	Behaviors and Understandings
<p>4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ol style="list-style-type: none"> Write uppercase and lowercase manuscript letters from memory. Write a letter/letters for most consonant and short vowel sounds (phonemes). Represent phonemes first to last in simple words using letters (graphemes) such as <i>rop</i> for <i>rope</i>. Spell VC (<i>at, in</i>) and CVC (<i>pet, mud</i>) words with short vowels; spell V (<i>a, l</i>) and CV (<i>be, go</i>) words with long vowels. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel. Write some common, frequently used words (<i>am, and, like, the</i>). Print many upper and lowercase letters. 	<p>(pp. 244-249)</p> <ul style="list-style-type: none"> ■ Demonstrate knowledge of the use of upper- and lowercase letters of the alphabet ■ Say words slowly to hear a sound and write a letter that represents it ■ Spell approximately twenty-five high-frequency words conventionally ■ Attempt unknown words through sound analysis ■ Write a letter for easy-to-hear vowel sounds ■ Use conventional symbols to write words ■ Write letters to represent meaning and put them together in some words with standard spelling and some temporary spelling with recognizable letter-sound representations ■ Form upper- and lowercase letters efficiently in manuscript print ■ Form upper- and lowercase letters proportionately in manuscript print <p>W</p>
	<p>(pp. 365-366)</p> <ul style="list-style-type: none"> ■ Use efficient and consistent motions to form letters in manuscript print with writing tools ■ Recognize and use beginning consonant sounds and the letters that represent them: <i>b, c, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, y, z</i> ■ Recognize and use the consonant-vowel-consonant (CVC) pattern: e.g., <i>cap, get, pig, got, but</i> ■ Recognize and use more common phonograms with a VC pattern: <i>-ab, -ad, -ag, -am, -an, -ap, -at, -aw, -ay; -ed, -en, -et, -ew; -id, -ig, -im, -in, -ip, -it; -ob, -od, -og, -op, -ot, -ow</i> (as in <i>show</i> or as in <i>cow</i>); <i>-ub, -ug, -um, -un, -ut</i> ■ Recognize and use high-frequency words with one, two, or three letters: e.g., <i>a, l, in, is, of, to, and, the</i> ■ Read and write approximately twenty-five high-frequency words ■ Spell known words quickly ■ Use letter-sound relationships to help spell an unknown word <p>PSWS</p>

Kindergarten

Fluency

Tennessee Standard	Behaviors and Understandings	
<p>5. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read emergent-reader texts with purpose and understanding.</p>	<p>(pp. 116-117)</p> <ul style="list-style-type: none"> ● Use phrasing, pausing, and word stress with intonation when reading in unison ● Use line breaks to guide phrasing when reading in chorus ● Adjust the voice to reflect dialogue in the body of the text and in speech bubbles ● Recognize and reflect variations in print with the voice (e.g., italics, bold type, special treatments, font size) when reading in chorus or individually ● When reading individually or in unison with others (with teacher support), adjust the voice to reflect emotional aspects of the text: (e.g., humor, surprise, suspense, sadness) ◆ Anticipate exciting places in the text or the ending of a story by remembering previous readings 	SR
	<p>(pp. 430-433)</p> <ul style="list-style-type: none"> ● Sustain momentum through an entire short text ● Demonstrate stress on words in a way that shows attention to meaning 	GR

Kindergarten

Sentence Composition

Tennessee Standard	Behaviors and Understandings	
<p>6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <ol style="list-style-type: none"> With modeling or verbal prompts, orally produce complete sentences. Follow one-to-one correspondence between voice and print when writing a sentence. Use frequently occurring nouns and verbs when speaking and in shared language activities. Form regular plural nouns when speaking and in shared language activities. Understand and use question words (interrogatives) when speaking and in shared language activities. Use the most frequently occurring prepositions when speaking and in shared language activities. Produce and expand complete sentences in shared language activities. Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name end punctuation. 	<p>(pp. 244-249)</p> <ul style="list-style-type: none"> ■ Use one's own oral language to dictate a story, a label, or other writing ■ Use spaces between words to help readers understand the writing ■ Use nouns, pronouns, adjectives, verbs, prepositions, and conjunctions ■ Use conventional sentence structure (noun + verb) ■ Write one's own name with a capital letter at the beginning ■ Show awareness of the position of capital letters at the beginning of some words ■ Use a capital letter at the beginning of a familiar proper noun ■ Use periods, exclamation marks, and question marks as end marks 	W
	<p>(pp. 637-645)</p> <ol style="list-style-type: none"> Recognize and use nouns Recognize and use verbs Recognize and use prepositions Understand the functions of capital letters and use capitalization correctly Understand the functions of marks of punctuation and use punctuation correctly 	Appendix

Kindergarten

Vocabulary Acquisition

Tennessee Standard	Behaviors and Understandings	
7. <ul style="list-style-type: none"> a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. <ul style="list-style-type: none"> i. Identify new meanings for familiar words and apply them accurately. ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. b. With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> i. Sort common objects into categories to gain a sense of the concepts the categories represent. ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. iii. Make real-life connections between words and their use. iv. Distinguish shades of meaning among verbs describing the same general action. c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 	(pp. 28-31) <ul style="list-style-type: none"> ■ Understand the meaning of some literary language (language of books as opposed to typical oral language) ● Notice and acquire understanding of new vocabulary from read-aloud content ● Use new vocabulary in discussion of a text ● Acquire new content words from texts and graphics, including those for familiar objects, familiar animals, some new animals, and human activities 	IRA LD
	(pp. 116-117) <ul style="list-style-type: none"> ● Understand the meaning of new words after reading and talking about them ● Understand the meaning of words that are in one's oral vocabulary ● Understand the meaning of a few new content words that are supported by the text, pictures, the teacher, and choral reading ◆ Remember and use new language (e.g., specific words, refrains, expressions) from reading enlarged texts in unison 	SR
	(pp. 365-366) <ul style="list-style-type: none"> ■ Recognize and use concept words (e.g., color names, days of the week, months of the year, seasons) 	PSWS
	(pp. 430-433) <ul style="list-style-type: none"> ● Understand the meaning of some words that are new but easy to understand in the context of the text and with picture support ● Understand the meaning of simple regular plurals formed with the endings -s or -es ● Understand a few simple adjectives describing people, places, or things ● Understand some words that require multiple sources of information (background knowledge pictures, visual information) ● Understand words that indicate characters (e.g., easy-to-read names, family members, community members such as teachers) ● Understand words that show the action of the plot (e.g., verbs such as <i>is, go, run, ran, like, ride, can</i>) ● Understand the meaning of simple words that assign dialogue (e.g., <i>said, asked</i>) ● Use details in illustrations to understand new vocabulary 	GR

Kindergarten

Key Ideas and Details

Tennessee Standard	Behaviors and Understandings	
1. With prompting and support, ask and answer questions about key details in a text.	(pp. 28-29) <ul style="list-style-type: none"> Ask questions to deepen understanding of a text Refer to important information and details Tell what happened in a text after hearing it read Recall important details about setting after a story is read Notice and remember characters in simple narratives Use background knowledge to understand settings, problems, and characters 	IRA LD
2. With prompting and support, orally retell familiar stories, including key details.	(pp. 116-117) <ul style="list-style-type: none"> After reading an enlarged text and/or a small, individual version with others, discuss what it is about Tell the major events of a story after reading it with others Follow and understand the ideas in simply poems and rhymes in enlarged texts Follow and understand a simple plot in an enlarged fiction text Use some academic language to talk about literary features (e.g., <i>beginning, ending, problem, character</i>) 	SR
3. With prompting and support, orally identify characters, setting, and major events in a story.	(pp. 172-173) <ul style="list-style-type: none"> Tell important information about a text Represent a sequence of events from a text through drawing or writing Write a summary that includes important details about setting Tell about the important events of a story, after hearing it read several times and using the pictures in the text List events in a story Write a summary that includes the story problem and how it is resolved Identify characters in a story with labels (after drawing) Write a summary that includes important details about characters Discuss a problem in a story and draw and label how characters act 	WAR
	(pp. 430-433) <ul style="list-style-type: none"> Talk about the important information after reading Remember and talk about the important events in a simple story Identify recurring characters or settings when applicable Make inferences about where the story takes place (as shown in pictures) to help understand it Recognize settings that are familiar (e.g., home, school, neighborhood) Recognize that there are characters (people or animals in a story) Use language and pictures to talk about a text (title, beginning, several episodes, ending) 	GR

Kindergarten

Craft and Structure

Tennessee Standard	Behaviors and Understandings	
4. With prompting and support, ask and answer questions about unknown words in text. 5. Recognize common types of texts.	(pp. 28-29) <ul style="list-style-type: none"> ■ Understand that a writer has a purpose in writing a fiction text ■ Recognize that an author or illustrator may write or illustrate several books ● Notice and acquire understanding of new vocabulary from read-aloud content ■ Notice and understand texts that take the form of poems, nursery rhymes, rhymes, and songs ● Understand that an illustrator created the pictures in the book ● Notice a book's title and its author and illustrator on the cover and title page 	IRA LD
6. With prompting and support, define the role of authors and illustrators in the telling of a story.	(pp. 116-117) <ul style="list-style-type: none"> ● Understand the meaning of new words after reading and talking about them ● Notice and use words that add action or emotion to a text (e.g., words that represent sounds, some expressions) ● Notice and understand words that are of high interest and novelty: <i>e.g., huffed and puffed</i> ◆ Remember and use new language (e.g., specific words, refrains, expressions) from reading enlarged texts in unison ■ Use some academic language to talk about forms (e.g., <i>picture book, wordless picture book, label book, ABC book, counting book, poem, poetry, nursery rhyme, rhyme, song, poetry collection</i>) 	SR
	(pp. 172-173) <ul style="list-style-type: none"> ● Attempt to use new vocabulary from texts when writing to label drawings, using dictation, temporary spelling, and letter-like forms ● Use names of authors and illustrators in interactive and shared writing ■ Use a text as a resource for words, phrases, and ideas for writing ■ Express why an author might choose to write a story or write about a topic ■ Use some academic language to talk about texts (e.g., <i>front cover, back cover, page, title, writer, author, illustrator, page, text, illustration, beginning, ending, problem</i>) ■ Draw and write to make story maps showing understanding of basic narrative structure: beginning, series of episodes, and ending ■ Borrow a writer's style or use some words or expressions from the text ■ Draw or write about the details found in illustrations 	WAR
	(pp. 430-433) <ul style="list-style-type: none"> ● Understand the meaning of some words that are new but easy to understand in the context of the text and with picture support ● Expand understanding of the meaning of words by connection with the pictures and/or understanding the context (e.g., <i>zoo, farm, circus</i>) ● Use details in illustrations to understand new vocabulary ■ Notice that illustrations add to important story action 	GR

Kindergarten

Integration of Knowledge and Ideas

Tennessee Standard	Behaviors and Understandings	
7. With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	(pp. 28-29) ◆ Infer a character's traits from the physical details the illustrations include about them ● Tell the important events of a story using the pictures (after hearing the text read several times) ● Tell stories in response to pictures ◆ Think about what characters are feeling from their facial expressions or gestures ◆ Make connections (e.g., content, topic, theme) across fiction texts that are read aloud	IRA LD
8. (Not applicable to literature).		
9. With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.	(pp. 116-117) ■ Talk about what is interesting in a photograph or illustration ◆ Make predictions based on the kinds of characters that appear in fiction texts ◆ Make connections among texts by noting similarities (e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of text) ◆ Make connections between the body of the text and illustrations ■ Notice and talk about how texts read in shared reading are alike or different	SR
	(pp.172-173) ◆ Draw or write about connections between the ideas in texts and children's own life experience ■ List characters that have predictable character traits (e.g., sly, brave, silly, wise, greedy, clever) typical of traditional literature ● Tell stories in response to pictures ■ Draw or write about the details found in illustrations	WAR
	(pp. 430-433) ● Use details in the illustrations to search for and use information ◆ Make predictions based on information in pictures that closely match the text ◆ Infer meaning of story or content from pictures that add meaning to the text ◆ Talk about the pictures, revealing interpretation of a problem or of characters' feelings ◆ Make connections among texts on the same topic or with the same content ■ Recognize characters that are typical of animal fantasy or traditional literature ■ Notice that illustrations add to important story action ■ Understand that illustrations and photographs add to the ideas and information in a text	GR

Kindergarten

Range of Reading and Level of Text Complexity

Tennessee Standard	Behaviors and Understandings	
10. With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	(pp. 26-27) <ul style="list-style-type: none"> ■ Listen to and talk about fiction texts, including realistic fiction, folktales, and simple animal fantasy in a variety of forms ■ Hear and discuss simple narratives with a beginning, middle, several episodes, and an ending ■ Hear and talk about texts with content that reinforces and expands a child's experience and knowledge of self and the world ■ Listen to and discuss texts with content that reflects a wide range of settings, languages, and cultures ■ Experience texts with descriptive language, including made-up words and other playful forms ■ Hear and talk about texts with simple dialogue and dialogue with pronouns (assigned by <i>said</i> in many texts) easily attributed to characters ■ Hear and talk about texts with a few interesting words that are new to children but easy to understand in context ■ Experience texts with illustrations that add meaning to the text 	IRA LD
	(pp. 114-115) <ul style="list-style-type: none"> ■ Read a variety of shared fiction texts, including forms such as enlarged poems, rhymes and songs, poetry collections, and picture books ■ Participate in shared reading of stories with simple plot (problem and solution) ■ Engage in shared reading of texts with content that engages children's intellectual curiosity and emotions ■ Read shared texts with themes reflecting everyday life (e.g., self, family relationships, friendship, imagination, feelings, bravery, cleverness, wisdom, nature, cultural sensitivity) ■ Participate in shared reading of texts with playful descriptive language, including made-up words and onomatopoeic words ■ Engage in shared reading of texts with sentences written in natural language that is close to oral language ■ Read shared texts with a few interesting words that are new to children but easy to understand in context ■ Read shared texts with some simple contractions using some letters from words including <i>not</i>, <i>am</i>, and <i>are</i> 	SR
	(pp. 428-429) <ul style="list-style-type: none"> ■ Process and understand simple fiction and fantasy stories and easy informational texts ■ Track print with their eyes over two to six lines per page without pointing ■ Process texts with more varied and more complex language patterns ■ Notice and use a range of punctuation and read dialogue, reflecting the meaning through phrasing, intonation, and appropriate word stress ■ Solve many easy two-syllable words with inflectional endings such as <i>ing</i> and simple compound words ■ Expand the core of known high-frequency words ■ Use text and pictures to construct the meaning of stories; infer meaning from pictures and connect meaning of texts to own experiences ■ Process and understand simple and split dialogue 	GR

Kindergarten

Key Ideas and Details

Tennessee Standard	Behaviors and Understandings	
1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, orally identify the main topic and retell key details of a text. 3. With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.	(pp. 30-31) <ul style="list-style-type: none"> Refer to important information and details Tell the important information in a text after hearing it read Make connections among the content and ideas across texts that are read aloud (e.g., animals, pets, families, the five senses, growing and health, school, neighborhood, weather and seasons, food, plants) Connect texts by obvious categories (e.g., author, character, topic, genre, illustrator) Notice that a nonfiction writer puts together information related to the same topic (category) Understand and talk about familiar topics (e.g., animals, families, pets, food, plants, school, friends, growing, the five senses, neighborhood, weather and seasons, health) Understand that a writer is presenting facts about a single topic 	IRA LD
	(pp.116-117) <ul style="list-style-type: none"> Notice and talk about the important information in a text Tell facts, a sequence of events, or directions after reading a nonfiction text with others Infer an important idea from reading a personal memory story Make connections among texts by noting similarities (e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of text) Notice and talk about how texts in shared reading are alike or different 	SR
	(p. 174) <ul style="list-style-type: none"> Tell important information about a text Remember information or details from a text to produce lists, simple sequences of action, and directions Describe how ideas within a nonfiction text are alike and different by drawing or writing Make connections among ideas in nonfiction texts: animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather and seasons, health, etc. 	WAR
	(pp. 430-433) <ul style="list-style-type: none"> Remember important information while reading to understand the meaning of the text Talk about the important information after reading Make connections among texts on the same topic or with the same content Talk about the text, showing understanding of events or topic Understand how the ideas and information in a book are related to each other Understand how the events, content, and ideas in a text are related to the title 	GR

Kindergarten

Craft and Structure

Tennessee Standard	Behaviors and Understandings	
<p>4. With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.</p> <p>5. Know various text features.</p>	<p>(pp. 30-31)</p> <ul style="list-style-type: none"> ● Acquire new content words from texts and graphics, including labels for familiar objects, familiar animals, some new animals, and human activities ■ Recognize that an author or illustrator may write or illustrate several books ■ Understand that a writer is presenting facts about a single topic ■ Understand that a writer has a purpose in writing about a topic ■ Understand that an illustrator created the pictures in the book ● Notice a book's title and its author and illustrator on the cover and title page 	IRA LD
<p>6. With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.</p>	<p>(pp. 116-117)</p> <ul style="list-style-type: none"> ● Understand the meaning of words after reading and talking about them ● Understand the meaning of a few new content words that are supported by the text, pictures, the teacher, and choral reading ■ Use some academic language to talk about book and print features (e.g., <i>front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label</i>) ◆ Make connections between the body of the text and illustrations 	SR
	<p>(p. 174)</p> <ul style="list-style-type: none"> ■ Talk about what is interesting in a photograph or illustration ● Use new vocabulary from texts when writing to label drawings ● Use names of authors and illustrators ● Record text titles and authors in a Reader's Notebook (and use drawings) ■ Express why an author might choose to write a story or to write about a topic ■ Use some academic language to talk about texts (e.g., <i>front cover, back cover, page, title, writer, author, illustrator, page, text, illustration, photograph, beginning, ending, problem</i>) ◆ Using drawing or writing, ask questions to show curiosity about topics encountered in nonfiction texts and actively work to learn more about them 	WAR
	<p>(pp. 430-433)</p> <ul style="list-style-type: none"> ● Understand the meaning of some words that are new but easy to understand in the context of the text and with picture support ● Recognize and understand labels for familiar objects, animals, people, the human body, weather, daily activities, simple processes such as cooking or growing plants ■ Use some specific language to talk about book and print features (e.g., <i>front cover, back cover, page, author, illustrator, illustration, photograph, title, label</i>) 	GR

Kindergarten

Integration of Knowledge and Ideas

Tennessee Standard	Behaviors and Understandings	
<p>7. With prompting and support, orally describe the relationship between illustrations and the text in which they appear.</p> <p>8. With prompting and support, identify the reasons an author provides to support points in a text.</p>	<p>(pp. 30-31)</p> <ul style="list-style-type: none"> ◆ Gain new information from both pictures and print ◆ Use evidence from the text to support statements about the text ◆ Make connections among the content and ideas across texts that are read aloud (e.g., animals, pets, families, the five senses, growing and health, school, neighborhood, weather and seasons, food, plants) ● Gain new understanding from illustrations ● Notice and search for information in simple graphics (e.g., drawing with label) 	IRA LD
<p>9. With prompting and support, orally identify basic similarities and differences between two texts on the same topic.</p>	<p>(pp. 116-117)</p> <ul style="list-style-type: none"> ■ Notice and talk about how texts read in shared reading are alike or different ◆ Make connections among texts by noting similarities (e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of text) ● Search for and use information in the body of a text as well as in labels for pictures, titles and headings, and special features such as speech bubbles ◆ Make connections between the body of the text and the illustrations ◆ Make connections between the body of the text and features such as captions, labels that appear in the illustrations 	SR
	<p>(p. 174)</p> <ul style="list-style-type: none"> ◆ Draw or write about connections between the ideas in texts and children's own life experiences ◆ Reflect both prior knowledge and new knowledge from a text ◆ Make connections among ideas in nonfiction texts: animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather and seasons, health, etc. ● Draw and/or write about information found in simple graphics: labeled drawings, photographs, maps 	WAR
	<p>(p. 430-433)</p> <ul style="list-style-type: none"> ● Use details in the illustrations to search for and use information ● Use labels on photographs to search for and use information ● Understand that pictures closely and explicitly support the content and use them to search for and use information ● Use details in illustrations to understand new vocabulary ◆ Make connections among texts on the same topic or with the same content ■ Understand that illustrations and photographs add to the ideas and information in a text 	GR

Kindergarten

Range of Reading and Level of Text Complexity

Tennessee Standard	Behaviors and Understandings	
10. With prompting and support, read informational texts of appropriate complexity for Kindergarten.	(pp. 26-27) <ul style="list-style-type: none"> ■ Listen to and discuss a range of nonfiction texts, including simple factual texts, memoir, and procedural texts ■ Hear and talk about texts with underlying structural patterns: description, temporal sequence, question and answer ■ Experience texts with familiar topics that are authentic and relevant (e.g., animals, pets, families, friends, the five senses, growing and health, school, neighborhood, weather and seasons, food, plants) ■ Hear and talk about texts with content that reflects beginning understanding of the physical and social world ■ Listen to and discuss texts with some simple procedural language ■ Experience texts that have sentences with adjectives, adverbs, and prepositional phrases ■ Listen to and discuss texts with a few new content words related to concepts that are easy to understand ■ Experience texts with very simple graphics with no distracting detail, and some drawings with labels 	IRA LD
	(pp. 114-115) <ul style="list-style-type: none"> ■ Read a variety of shared nonfiction texts, including simple factual texts, memoir, procedural texts, and forms such as label books, concept books, and texts produced through interactive and shared writing ■ Engage in shared reading of texts with content focused on one simple topic ■ Participate in shared reading of texts with ideas close to children's experience (e.g., expressing feelings, sharing with others, valuing differences, cooperating, helping, belonging, problem solving, working hard, being clever or wise, appreciating the sounds of language) ■ Read shared texts with language that promotes and involves movement ■ Participate in shared reading of texts with simple, straightforward procedural language ■ Engage in shared reading of texts with a few new content words related to concepts that are easy to understand ■ Read shared texts with many very simple high-frequency words ■ Participate in shared reading of texts with some illustrations and photographs with labels 	SR
	(pp. 428-429) <ul style="list-style-type: none"> ■ Process and understand easy informational texts ■ Track print with their eyes over two to six lines per page without pointing ■ Process texts with more varied and more complex language patterns ■ Notice and use a range of punctuation and read dialogue, reflecting the meaning through phrasing, intonation, and appropriate word stress ■ Solve many easy, regular two-syllable words—usually words with inflectional endings such as <i>ing</i> and simple compound words ■ Use text and pictures to construct the meaning of nonfiction texts ■ Infer meaning from pictures and connect the meaning of texts to their own experiences 	GR

Kindergarten

Comprehension and Collaboration

Tennessee Standard	Behaviors and Understandings	
<ol style="list-style-type: none"> 1. Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. 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. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 	<p>(pp. 28-31)</p> <ul style="list-style-type: none"> ● Ask questions to deepen understanding of a text ● Notice and ask questions when meaning is lost or understanding is interrupted ● Tell what happened in a text after hearing it read ● Check understanding of the plot of the story and ask questions if meaning is lost ● Tell the important events of a story using the pictures (after hearing the text read several times) ● Include the problem and its resolution in telling what happened in a text ● Tell the important information in a text after hearing it read ■ Identify and discuss interesting information in a text 	IRA LD
	<p>(p. 331)</p> <ul style="list-style-type: none"> ■ Listen actively to others read or talk about their writing and give feedback ■ Listen to and speak to a partner about a given idea, and make a connection to the partner's idea ■ Ask questions about the stories, poems, songs, and informational texts that are read aloud ■ Ask questions to clarify unknown words heard while actively listening ■ Enter a conversation appropriately ■ Refrain from speaking over others ■ Sustain a conversation with others (e.g., teachers, family, peers) ■ Take turns when speaking ■ Follow a topic and add to discussion ■ Listen to and respond to the statements of others ■ Form clear questions to get information ■ Actively participate in the give and take of conversation ■ Ask many questions, demonstrating curiosity 	OVC

Kindergarten

Presentation of Knowledge and Ideas

Tennessee Standard	Behaviors and Understandings	
<p>4. Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays of descriptions as desired to provide additional detail.</p> <p>6. With guidance and support, express thoughts, feelings, and ideas through speaking.</p>	<p>(p. 331)</p> <ul style="list-style-type: none"> ■ Explain and describe people, events, places, and things in a story ■ Describe similarities and differences among people, places, events, and things ■ Express opinions and tell why ■ Express and reflect on their own feelings and recognize that others' feelings might be different ■ Speak at an appropriate volume to be heard, but not too loud ■ Present information or ideas in a logical sequence ■ Speak to one topic at a time, and stay on topic ■ Sometimes share pictures or artifacts about a known topic 	OVC

Kindergarten

Text Types and Purposes

Tennessee Standard	Behaviors and Understandings	WAR
<ol style="list-style-type: none"> 1. With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces. 2. With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. 3. With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event. 	<p>(pp. 172-174)</p> <ul style="list-style-type: none"> ■ Use text as a resource for words, phrases, and ideas for writing ■ Express opinions (interesting, funny, exciting) about texts ◆ Draw or write about feelings such as empathy for a character ■ Tell what a writer does to be funny by drawing and writing ■ Notice a fiction writer's use of onomatopoeic words (which imitate sounds, as in <i>buzz</i> and <i>hiss</i>) and use them in drawing or writing about the story ◆ Express opinions about facts or information learned ◆ Show the humor in nonfiction text by drawing or writing 	
	<p>(pp. 244-249)</p> <ul style="list-style-type: none"> ■ Write with a specific purpose in mind ■ Draw a picture or a series of pictures and tell or write about them ■ Use simple words that show the passage of time (<i>then, after</i>) ■ Explain one's thoughts and feelings about an experience or event ■ Tell events in the order that they occurred in a personal narrative ■ Write books or short pieces that are enjoyable to read and at the same time give information to readers about a topic ■ Write a book with all pages and ideas related to the same topic or set of facts ■ Write a nonfiction or fiction text that is ordered chronologically ■ Write a story or informational book that has a beginning, a series of things happening, and an ending or an introductory and summary sentence ■ Introduce ideas followed by some supportive details and examples ■ Use time appropriately as an organizing tool 	W

Kindergarten

Production and Distribution of Writing

Tennessee Standard	Behaviors and Understandings	
<p>4. With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>(pp. 172-174)</p> <ul style="list-style-type: none"> ● Draw (or use other art media) independently to represent information from a text ● Reread interactive or shared writing to check meaning, language structure, and appropriate word use 	WAR
<p>5. With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.</p>	<p>(pp. 244-249)</p> <ul style="list-style-type: none"> ■ Locate letter keys on a computer keyboard to type simple messages ■ Access and use simple programs on the computer (easy word-processing, games) ■ Think about how the purpose affects the kind of writing ■ Choose the type of text to fit the purpose (e.g., poem, factual book, alphabet book, photo book, label book, story with pictures) ■ Write to inform the audience and also to engage or interest others ■ Generate and expand ideas through talk with peers and teacher ■ Add details to a drawing to give more information to the reader and to make the writing more interesting ■ Add dialogue in speech bubbles to provide information or provide narration ■ Add words, phrases, or sentences to make the writing more interesting or exciting for readers ■ Add words, phrases, or sentences to provide more information to readers ■ Participate in group decisions about changing a shared writing text ■ Reorganize and revise the writing to better express the writer's meaning or make the text more logical ■ Add letters, words, phrases, or sentences using a caret, a strip of paper, or a sticky note ■ Select a poem, story, or informational book to publish in a variety of appropriate ways (e.g., typed/printed, framed and mounted or otherwise displayed) ■ Add to or remove details from drawings to plan, draft, revise work ■ Self-evaluate writing and talk about what is good about it and what techniques were used 	W
<p>6. With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.</p>		
	<p>(p. 349)</p> <ul style="list-style-type: none"> ■ Use simple software and apps to express ideas using text and other digital media such as drawings, audio, and video ■ Create simple multimedia products or e-books with support ■ Share ideas with an authentic audience through blogs, videoconferencing, and other online tools with support 	TC

Kindergarten

Research to Build and Present Knowledge

Tennessee Standard	Behaviors and Understandings	
7. Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.	(pp. 172-174)	MAR
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> ● Use names of authors and illustrators in interactive and shared writing ■ Note in interactive and shared writing when an author uses repeating episodes or patterns ■ Identify and record different versions of the same story using interactive or shared writing ● Reread (through shared reading) to remember something from a text for the purpose of drawing or writing about it 	
9. (Begins in grade three)	<p>(pp. 244-249)</p> <ul style="list-style-type: none"> ■ Actively contribute to shared or interactive writing around a topic or theme ■ Contribute to group writing (shared or interactive) with ideas (e.g., objects, books, photos, sticky notes, etc.) ■ Observe carefully before writing about a person, animal, object, place, action ■ Select information or facts that will support the topic ■ Ask questions and gather information on a topic ■ Remember important information about a topic in order to write about it ■ Participate actively in experiences and recall information that contributes to writing and drawing 	
	<p>(p. 349)</p> <ul style="list-style-type: none"> ■ Use approved digital resources such as websites, e-books, and apps to engage in simple searches to discover and gather information 	TC

Range of Writing

Tennessee Standard	Behaviors and Understandings	
10. With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	<p>(pp. 244-249)</p> <ul style="list-style-type: none"> ■ Actively contribute to shared or interactive writing around a topic or theme ■ Use storytelling to generate and rehearse language that may be written later ■ Contribute to group writing (shared or interactive) with ideas or topics ■ Draw or write a continuous message on a simple topic ■ Reread writing each day (and during writing on the same day) before continuing to write ■ Produce approximated writing to accompany drawing ■ Create illustrations as an integral part of the composing process ■ Use sketches and drawing to plan, draft, revise, and publish writing ■ Take on both approximated and conventional writing independently ■ Produce a quantity of writing within the time available (e.g., one or two pages per day) 	W

Grade One

Print Concepts

Tennessee Standard	Behaviors and Understandings	
1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation. 	(pp. 367-369) <ul style="list-style-type: none"> ■ Understand and talk about the concept of a sentence 	PSWS

Phonological Awareness

Tennessee Standard	Behaviors and Understandings	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	(pp. 367-369) <ul style="list-style-type: none"> ■ Hear and identify short vowel sounds in words and the letters that represent them ■ Hear and identify long vowel sounds in words and the letters that represent them ■ Contrast short and long vowel sounds in words (e.g., <i>at/ate, pet/Pete, bit/bite, hop/hope, cut/cute</i>) ■ Blend three or four phonemes in a word (e.g., /n/ /e/ /s/ /t/, <i>nest</i>) ■ Recognize and say consonant clusters that blend two or three consonant sounds (onsets): <i>bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, qu; scr, spl, spr</i> ■ Hear and say the beginning phoneme in a word: e.g., <i>sun, /s/</i> ■ Hear and say the ending phoneme in a word: e.g., <i>bed, /d/</i> ■ Hear and say the middle phoneme in a word with three phonemes (e.g., <i>fit, /i/</i>) ■ Divide a word into phonemes (e.g., <i>no, /n/ /ō/</i>) 	PSWS

Grade One

Phonics and Word Recognition

Tennessee Standard	Behaviors and Understandings	
<p>3. Know and apply grade-level phonics and word analysis skills when decoding words isolated words and in connected text.</p> <ol style="list-style-type: none"> Know the sound-spelling correspondence for common consonant digraphs. Decode regularly spelled one-syllable words. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds, including <i>r</i> controlled vowels. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words. Read grade-level decodable text with purpose and understanding. 	<p>(pp. 120-123)</p> <ul style="list-style-type: none"> When reading texts individually and with others, notice and connect features and parts of words (e.g., phonograms, first letter, word endings) Recognize at least 100 high-frequency words in isolation Recognize some simple plurals, words that have the same rime (<i>bit, sit</i>), and simple contractions Notice syllables in words and count them by clapping Notice word endings that are in one's own oral vocabulary (e.g., <i>running, painted</i>) Locate known high-frequency words in print Connect words that have similar features (e.g., phonogram patterns, letter clusters, beginnings and endings) <p>(pp. 367-369)</p> <ul style="list-style-type: none"> Recognize and say consonant clusters that represent one sound at the beginning of a word (e.g., <i>change, phone, shall, thirty, where</i>) Recognize the sequence of letters and the sequence of sounds to read a word or word part Recognize and use long vowel sounds in words with silent <i>e</i> (CVCe)—e.g., <i>late, Pete, pine, robe, cube</i> Blend syllables: e.g., <i>let/ter, letter</i> Divide words into syllables (e.g., <i>never, nev/er</i>) Take apart a compound word to read two smaller words: e.g., <i>birthday, birth, day; everywhere, every, where; sidewalk, side, walk</i> Recognize and use the ending <i>-s</i> when making a verb agree with its subject: e.g., <i>cats run/cat runs; they jump, she jumps, dogs play, dog plays</i> Understand and talk about the fact that the ending <i>-ed</i> when forming the past tense of a verb can represent several different sounds (e.g., <i>closed, added, walked</i>) Locate and read high-frequency words in continuous text Read and write approximately one hundred high-frequency words 	<p>SR</p> <p>PSWS</p>
	<p>(pp. 467-471)</p> <ul style="list-style-type: none"> Recognize 200+ high-frequency words quickly and easily Recognize two-, three-, and four-syllable words with some picture support Read a range of regular and irregular plurals that are supported by language structure Read verbs in all tenses with inflectional endings that are supported by language structure Read some words with easy spelling patterns supported by pictures and language (VC, CVC, CVCe, CVV, CVVC, VCe, VCC) Use word parts to solve multi-syllable words Solve words rapidly while processing continuous text and with minimum overt self-correction 	<p>GR</p>

Grade One

Word Composition

Tennessee Standard	Behaviors and Understandings	
<p>4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none"> a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels. c. Spell words with inflectional endings. d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f. Write many common, frequently used words and some irregular words. g. Print all upper and lowercase letters. 	<p>(pp. 250-257)</p> <ul style="list-style-type: none"> ■ Demonstrate knowledge of the use of upper- and lowercase letters of the alphabet ■ Say words slowly to hear a sound and write a letter that represents it ■ Spell approximately one hundred high-frequency words conventionally and reflect spelling in final drafts ■ Say words to break them into syllables to spell them ■ Attempt unknown words through sound analysis ■ Attempt unknown words using known word parts and letter-sound knowledge ■ Construct phonetic spellings that are readable ■ Use some inflectional endings such as <i>s</i> and <i>ing</i> ■ Spell words with regular consonant-sound relationships and with regular short-vowel patterns correctly ■ Represent consonant blends and digraphs with letter clusters in words ■ Form upper- and lowercase letters efficiently in manuscript print ■ Form upper- and lowercase letters proportionately in manuscript print 	W
	<p>(pp. 367-369)</p> <ul style="list-style-type: none"> ■ Use efficient and consistent motions to form letters in manuscript print with writing tools ■ Recognize and use ending consonant sounds sometimes represented by double consonant letters: <i>off, hill, dress, buzz</i> ■ Recognize and say consonant clusters that blend two or three consonant sounds (onsets): <i>bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, qu; scr, spl, spr, squ, str</i> ■ Recognize and use two consonant letters that represent one sound at the beginning of a word: e.g., <i>change, phone, shall, thirty, where</i> ■ Recognize and use consonant clusters (blends) at the end of a word: <i>ct, ft, ld, lf, lp, lt, mp, nd, nk, nt, pt, sk, sp, st</i> ■ Recognize and use long vowel sounds in words with silent e (CVCe): e.g., <i>late, Pete, pine, robe, cube</i> ■ Recognize and use <i>y</i> as a vowel sound (e.g., <i>happy, sky</i>) ■ Read and write approximately one hundred high-frequency words ■ Recognize and use common compound words (e.g., <i>into, sometimes, something, without</i>) ■ Recognize and use the ending -s when making a verb agree with its subject (e.g., <i>cats run/cat runs; they jump/she jumps, dogs play, dog plays</i>) ■ Understand and talk about the fact that the ending -ed when forming the past tense of a verb can represent several different sounds (e.g., <i>closed, added, walked</i>) ■ Use phonogram patterns and letter patterns to help spell a word 	PSWS

Grade One

Fluency

Tennessee Standard	Behaviors and Understandings	
5. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. 	(pp. 120-123) <ul style="list-style-type: none"> Use memory of repeating language patterns to monitor accuracy and self-correct Use phrasing, pausing, word stress with intonation when reading in unison Use line breaks to guide phrasing when reading poetry in chorus or individually Adjust the voice to recognize dialogue in the body of the text and in speech bubbles With group support, read orally with integration of all dimensions of fluency (e.g., pausing, phrasing, word stress, intonation, and rate) Mimic the teacher’s expression when reading texts in chorus, and reflect that expression when reading the same text individually Recognize and reflect variations in print with the voice (e.g., italics, bold type, special treatments, font size) when reading in chorus or individually When reading individually or with others (with teacher support), adjust the voice to reflect aspects of the text (e.g., humor, surprise, suspense, sadness) Read a part in a brief play or readers’ theater script in a way that reflects the dialogue and the attributes and emotions of characters 	SR
	(pp. 467-470) <ul style="list-style-type: none"> Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy Read orally with appropriate phrasing, pausing, intonation, word stress, and rate Sometimes reread a word or phrase to self-monitor or self-correct Use multiple sources of information (visual information in print, meaning/pictures, graphics, language structure) to monitor and self-correct 	GR

Grade One

Sentence Composition

Tennessee Standard	Behaviors and Understandings	
<p>6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none"> a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with correct verbs in basic sentences. c. Use personal, possessive, and indefinite pronouns. d. Use verbs to convey a sense of past, present, and future. e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions. g. Use articles and demonstratives. h. Use frequently occurring prepositions such as <i>during</i>, <i>beyond</i>, and <i>toward</i>. i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. j. Capitalize names of people and dates. k. End sentences with correct punctuation. l. Use commas in dates and to separate single words in a series. 	<p>(pp. 250-257)</p> <ul style="list-style-type: none"> ■ Use some common (simple) connectives (transitional words) for relating ideas and showing meaning through nonfiction texts (<i>and, but, so, because, before, after</i>) ■ Use nouns, pronouns, adjectives, verbs, adverbs, propositions, and conjunctions ■ Use modifiers (e.g., <i>red dress, ran fast</i>) ■ Write in past tense (e.g., <i>he asked a question</i>) ■ Write in present tense (e.g., <i>he asks a question</i>) ■ Write in future tense (e.g., <i>he will ask a question</i>) ■ Use conventional sentence structure (noun + verb) ■ Use a capital letter at the beginning of a familiar proper noun ■ Notice the use of punctuation marks in books and try them out in one's own writing ■ Use periods, exclamation marks, and question marks as end marks 	W
	<p>(pp. 637-645)</p> <ul style="list-style-type: none"> 2. Recognize and use nouns 3. Recognize and use pronouns (simpler will be learned before more complex) 4. Recognize and use adjectives 5. Recognize and use verbs 10. Recognize and use common verb tenses 22. Recognize, understand the function of, and use simple connectives 26. Understand the functions of capital letters and use capitalization correctly 27. Understand the functions of marks of punctuation and use punctuation correctly 	Appendix

Grade One

Vocabulary Acquisition

Tennessee Standard	Behaviors and Understandings	
<p>7.</p> <p>a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade one reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>iii. Identify frequently occurring root words and their inflectional forms.</p> <p>b. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Sort words into categories to gain a sense of the concepts the categories represent.</p> <p>ii. Define words by category and by one or more key attributes.</p> <p>iii. Identify real-life connections between words and their use.</p> <p>iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</p> <p>c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>	<p>(pp. 34-39)</p> <ul style="list-style-type: none"> ■ Understand the meaning of some literary language (language of books as opposed to typical oral language) ● Notice and acquire understanding of new vocabulary from read-aloud content ● Use new vocabulary in discussion of a text ● Understand the meaning of words representing all parts of speech when listening to a story ● Acquire new content words from texts and graphics, including those for familiar objects, familiar animals, some new animals, and human activities 	IRA LD
	<p>(pp. 120-123)</p> <ul style="list-style-type: none"> ● Notice word endings that are in one's own oral vocabulary (e.g., <i>running</i>, <i>painted</i>) ● Understand the meaning of new words after reading and talking about them ● Recognize and understand the meaning of simple plurals ● Understand the meaning of words that are in one's own oral vocabulary ● Use contextual information to understand the meaning of new words ● Understand the meaning of a few new content words that are supported by the text, pictures, the teacher, and choral reading ◆ Understand some common (simple) connectives that link ideas and clarify meaning and are frequently used in oral language (e.g., <i>and</i>, <i>but</i>, <i>so</i>, <i>because</i>, <i>before</i>, <i>after</i>) 	SR
	<p>(pp. 367-369)</p> <ul style="list-style-type: none"> ■ Recognize and use concept words (e.g., color names, number words, days of the week, months of the year, seasons) ■ Recognize and talk about the fact that words can be related in many ways: sound, spelling, category ■ Recognize and use synonyms (words that have almost the same meaning); for example—<i>high/tall</i> ■ Recognize and use antonyms (words that have opposite meanings; for example—<i>cold/hot</i>) 	PSWS
	<p>(pp. 467-471)</p> <ul style="list-style-type: none"> ● Understand the meaning of some words that are new but easy to understand in the context of the text, some with low picture support ● Understand some content-specific words introduced, explained, and illustrated in context ● Add to oral vocabulary through reading ● Understand the meaning of a range of regular and irregular plurals ● Understand the meaning of a range of verbs in all tenses with inflectional endings ● Understand the function and meaning of common connectives ● Understand the meaning of a range of words that assign dialogue 	GR

Grade One

Key Ideas and Details

Tennessee Standard	Behaviors and Understandings	
1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	(pp. 34-36) <ul style="list-style-type: none"> ● Refer to important information and details and use as evidence in discussion to support opinions and statements ◆ Infer the “lesson” in traditional literature ◆ Infer the messages in a work of fiction ● Recall important details about setting after a story is read ◆ Understand the setting for a story and infer why it is important ● Recognize characters and report important details about them after reading 	IRA LD
3. Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	(pp. 120-123) <ul style="list-style-type: none"> ● Tell the major events of a story after reading it with others ● Tell what happens in a readers’ theater script or a play ◆ Infer a “lesson” from reading a very simple version of a traditional tale in unison or in parts with others ◆ Infer the writer’s purpose and message ● Follow and understand a simple plot in an enlarged fiction text ◆ Infer the feelings of characters in stories and poems 	SR
	(pp. 176-177) <ul style="list-style-type: none"> ● Tell important information about a text through interactive and shared writing ● Represent a sequence of events from a text through drawing or writing ● Write summaries that include important details about setting ◆ Identify the setting for a story and why it is important ■ Using a graphic organizer and interactive or shared writing, list characters that have predictable character traits (e.g., sly, brave, silly, wise, greedy, clever) typical of traditional literature ◆ Draw and write about the author’s message ◆ Write the lesson inferred from traditional literature ■ Notice and write a fiction writer’s “lesson” 	WAR
	(pp. 467-470) <ul style="list-style-type: none"> ● Remember important information while reading to understand the meaning of the text ● Summarize the story including plot events, problem, resolution, and characters ◆ Predict events of the plot, behavior of characters, and the ending of a story based on understanding of the setting, problem, and characters ◆ Talk about what is learned from the characters, the problem, and the resolution of the problem ◆ Notice aspects of the setting from the text and pictures and make inferences about setting to help understand the story ■ Recognize characters that are typical of animal fantasy or traditional literature ■ Recognize settings that are familiar, as well as some settings distant in time and geography 	GR

Grade One

Craft and Structure

Tennessee Standard	Behaviors and Understandings	
<p>4. Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.</p> <p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.</p>	<p>(pp. 34-36)</p> <ul style="list-style-type: none"> ● Understand that there are different types of texts and that you can notice different things about them ■ Understand that fiction stories are imagined ● Follow multiple characters in the same story ■ Notice a writer's use of playful or poetic language and sound devices (e.g., nonsense words, rhythm, rhyme, repetition, refrain, onomatopoeia) ■ Notice a writer's use of descriptive language, including invented words and other playful forms ■ Notice a writer's choice of interesting words 	IRA LD
<p>6. Identify who is telling the story at various points in a text.</p>	<p>(pp. 120-123)</p> <ul style="list-style-type: none"> ● Notice and use words that add action or emotion to a text (e.g., words that represent sounds, some expressions) ● Understand the meaning of words that represent sounds (e.g., <i>buzz</i>, <i>pop</i>) ● Read a part in a brief play or readers' theater script in a way that reflects the dialogue and the attributes and emotions of characters ■ Recognize some characteristics of genres of fiction (e.g., realistic fiction, traditional literature, animal fantasy) and nonfiction (e.g., simple factual text) in easy, brief plays and readers' theater scripts ■ Notice and identify language that adds humor ■ Notice interesting and playful language including made-up words and onomatopoetic words ■ Use some academic language to talk about genres (e.g., <i>fiction</i>, <i>folktale</i>, <i>fairy tale</i>, <i>fable</i>; <i>nonfiction</i>, <i>informational text</i>, <i>informational book</i>, <i>factual text</i>, <i>personal memory story</i>, <i>how-to book</i>) 	SR
	<p>(pp. 176-177)</p> <ul style="list-style-type: none"> ■ Make lists differentiating between fiction and nonfiction texts ■ Use some academic language to talk about genres (e.g., <i>fiction</i>, <i>folktale</i>, <i>fairy tale</i>, <i>fable</i>) ◆ Recognize and write about the humor in fiction texts ■ Notice and write about elements of the writer's craft: word choice, use of literary elements ■ Notice and record a fiction writer's choice of interesting words 	WAR
	<p>(pp. 467-470)</p> <ul style="list-style-type: none"> ● Reread to notice the language or meaning ● Understand words such as <i>I</i>, <i>me</i>, and <i>we</i> that may signal the narrator of the text ◆ Talk about characters' feelings based on inferences from pictures and text, especially dialogue ■ Understand what distinguishes nonfiction from fiction ■ Notice a writer's use of humorous words or onomatopoetic words and talk about how they add to the action ■ Use some academic language to talk about genres (e.g., <i>fiction</i>; <i>family</i>, <i>friends</i>, and <i>school story</i>; <i>folktale</i>; <i>animal story</i>; <i>humorous story</i>; <i>nonfiction</i>; <i>informational book</i>; <i>factual text</i>) 	GR

Grade One

Integration of Knowledge and Ideas

Tennessee Standard	Behaviors and Understandings	
<p>7. Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.</p>	<p>(pp. 34-36)</p> <ul style="list-style-type: none"> ◆ Gain new information from both pictures and print ● Include the problem and its resolution in telling what happened in a text ◆ Understand the setting for a story and infer why it is important ◆ Infer a character's traits from story events ◆ Infer a character's traits from the physical details the illustrations include about them ◆ Infer characters' intentions, feelings, and motivations using text and pictures ◆ Use details from illustrations and text to support points made in discussion ◆ Notice that the background details in pictures often reveal characters' feelings or traits 	IRA LD
	<p>(pp. 120-123)</p> <ul style="list-style-type: none"> ■ Talk about what is interesting in a photograph or illustration ◆ Make connections among texts by noting similarities (e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of text) ◆ Infer the feelings of characters in stories or poems ◆ Infer the reasons for characters' actions and feelings in a story ■ Notice and talk about how texts in shared reading are alike or different ◆ Make connections between the body of the text and illustrations ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest 	SR
	<p>(pp. 176-177)</p> <ul style="list-style-type: none"> ● Write about the details found in illustrations ● Write summaries that include details about setting ■ Compare the problems in different versions of the same story, rhyme, or traditional tale ◆ Infer and describe a character's intentions, feelings, and motivations by drawing or writing 	WAR
	<p>(pp. 467-470)</p> <ul style="list-style-type: none"> ◆ Make connections among books in a series ◆ Make connections between texts and an illustration that supports interpretation, enhances enjoyment, or sets mood ◆ Make connections among texts on the same topic or with similar content ◆ Infer meaning of story or content from pictures that add meaning to the text ◆ Talk about characters' feelings based on inferences from pictures and text, especially dialogue ◆ Talk about the pictures, revealing interpretation of a problem or of characters' feelings ■ Notice the evidence a writer provides to show character attributes ■ Notice that illustrations add to important story action 	GR

Grade One

Range of Reading and Level of Text Complexity

Tennessee Standard	Behaviors and Understandings	
10. With prompting and support, read stories and poems of appropriate complexity for grade 1.	(pp. 32-33) <ul style="list-style-type: none"> ■ Listen to and discuss a variety of fiction and nonfiction texts ■ Experience simple narratives with straightforward structure (beginning, middle, several episodes, and ending), but more episodes included ■ Experience memorable characters that are straightforward, uncomplicated, and predictable ■ Hear and talk about texts with some figurative language (e.g., metaphor, simile) ■ Listen to and discuss texts with sentences that are easy for children to follow, though more complex than children generally use in oral language ■ Hear and talk about texts with a few interesting words that are new to children but easy to understand in context ■ Experience texts with illustrations that enhance and extend meaning in the text 	IRA
	(pp. 118-119) <ul style="list-style-type: none"> ■ Process a range of shared fiction and informational texts ■ Read shared stories with simple plot (problem and solution) ■ Engage in shared reading of texts with content that is appropriate for children's cognitive development, emotional maturity, and life experience ■ Read shared texts with themes reflecting everyday life (e.g., self, family relationships, friendship, imagination, feelings, bravery, cleverness, wisdom, nature, cultural sensitivity) ■ Process shared texts with a combination of short and longer sentences that are easy for children to understand and remember ■ Read shared texts with a few interesting words that are new to children but easy to understand in context ■ Process shared texts with a few words that appear in the vocabulary of mature language users (Tier 2) ■ Read shared texts with large, clear, colorful illustrations in a variety of media that fully support meaning 	SR
	(pp. 464-465) <ul style="list-style-type: none"> ■ Process a range of fiction texts and informational texts ■ Process an increased number of longer and more complex sentences ■ Automatically recognize a large number of words ■ Quickly apply word-solving strategies to multi-syllable words with inflectional endings and suffixes ■ Read a wide range of plurals, contractions, and possessives ■ Reflect appropriate rate, word stress, intonation, phrasing, and pausing ■ Process texts with content interesting to and relevant for young readers ■ Read texts with clear evidence of character attributes ■ Process some long stretches of dialogue 	GR

Grade One

Key Ideas and Details

Tennessee Standard	Behaviors and Understandings	
1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.	(pp. 37-39) <ul style="list-style-type: none"> Refer to important information and details and use as evidence in discussion to support opinions and statements Tell the important information in a text after hearing it read Identify and discuss interesting information in a text Understand that a nonfiction writer puts together information related to the same topic (category) Understand that the writer is presenting facts about a single topic Make connections among the content and ideas across texts that are read aloud (e.g., animals, pets, families, the five senses, growing, health and illness prevention, human body systems, school, neighborhood, weather and seasons, food, plants) Use details from illustrations to support points made in discussion 	IRA LD
	(pp. 120-123) <ul style="list-style-type: none"> Notice and talk about the important information in a text After reading an enlarged text and/or a small, individual version with others, discuss what it is about Tell facts, a sequence of events, or directions after reading a nonfiction text with others Follow and understand content to derive facts from a nonfiction text Understand and learn new content by reading fiction and nonfiction texts (including those produced through interactive writing) Make connections between text, illustrations, and book and print features (e.g., body text; drawing, photograph, map, diagram; label, caption, legend; table of contents, heading, sidebar) 	SR
	(p. 178) <ul style="list-style-type: none"> Tell important information about a text Remember information or details from a text to produce lists, simple sequences of action, and directions Draw and write about connections among texts by topic, ideas, authors Form and record questions in response to important information Describe how ideas and content in a nonfiction text are alike and different by drawing and writing Outline the main topic of a book and its subtopics 	WAR
	(pp. 467-470) <ul style="list-style-type: none"> Remember important information while reading to understand the meaning of the text Talk about important information in organized summary form after reading Summarize information in the text, selecting the information that is important Talk about the text, showing understanding of events, topic, or content Understand how the ideas and information in a book are related to each other Understand how the events, content, and ideas in a text are related to the title 	GR

Grade One

Craft and Structure

Tennessee Standard	Behaviors and Understandings	
4. Determine the meaning of words and phrases in a text relevant to a grade one topic or subject area. 5. Know and use various text features to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	(pp. 37-39) <ul style="list-style-type: none"> ● Notice and ask questions when meaning is lost or understanding is interrupted ● Notice and acquire understanding of new vocabulary from read-aloud content ● Acquire new content words from texts and graphics, including those for familiar objects, familiar animals, some new animals, and human activities ● Notice and search for information in a variety of graphics (e.g., drawing with label or caption, photograph with label or caption, diagram, map with legend) ■ Understand the purpose of various graphics (e.g., drawing with label or caption, photograph with label or caption, map, timeline, chart, diagram) ■ Notice and use organizational tools (e.g., table of contents, heading, sidebar) 	IRA LD
	(pp. 120-123) <ul style="list-style-type: none"> ● Understand the meaning of new words after reading and talking about them ● Use contextual information to understand the meaning of new words ● Search for and use information in the body of a text as well as in labels for pictures, titles, headings, sidebars, and special features such as speech bubbles ● Become aware that in a nonfiction text, information may be provided in several different formats and places on a page (e.g., body text; drawing, photograph, map, diagram; label, caption, legend) ◆ Make connections between the body of the text and illustrations ◆ Infer information from nonfiction illustrations and book and print features 	SR
	(p. 178) <ul style="list-style-type: none"> ● Use new vocabulary from texts when writing to appropriately reflect meaning ■ Use a text as a resource for words, phrases, and ideas for writing ■ Use some academic language to talk about book and print features: e.g., <i>front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label, table of contents, acknowledgments, section, heading, drawing, caption, map</i> ● Outline the text by providing summaries of information learned using headings and subheadings that reflect a tone's overall structure and simple categories 	WAR
	(pp. 467-470) <ul style="list-style-type: none"> ● Use organizational tools to search for information: e.g., title, table of contents, chapter title, heading ● Understand some content-specific words introduced, explained, and illustrated in context ● Use details in illustrations to understand new vocabulary ● Use a glossary to learn or check the meaning of words ◆ Infer meaning of story or content from pictures that add meaning to the text ■ Understand that illustrations or photographs add to the ideas and information in a text 	GR

Grade One

Integration of Knowledge and Ideas

Tennessee Standard	Behaviors and Understandings	
7. Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	(pp. 37-39) <ul style="list-style-type: none"> ● Gain new understandings from illustrations ◆ Use evidence from the text to support statements about a text ◆ Make connections among the content and ideas across texts that are read aloud (e.g., animals, pets, families, the five senses, growing, health and illness prevention, human body systems, school, neighborhood, weather and seasons, food, plants) ● Follow arguments in a persuasive text ◆ Use details from illustrations to support points made in discussion 	IRA LD
8. Identify the reasons an author provides to support points in a text.	(pp. 120-123) <ul style="list-style-type: none"> ● Notice and talk about the important information in a text ◆ Make connections among texts by noting similarities (e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of texts) ■ Notice and talk about how texts in shared reading are alike or different ● Become aware that in a nonfiction text, information may be provided in several different formats and places on a page (e.g., body text; drawing, photograph, map, diagram; label, caption, legend) ◆ Make connections between text, illustrations, and book and print features (e.g., body text; drawing, photograph, map, diagram; label, caption, legend; table of contents, heading, sidebar) ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest 	SR
9. Identify basic similarities and differences between two texts on the same topic, including written details and illustrations when developmentally appropriate.		
	(p. 178) <ul style="list-style-type: none"> ◆ Write predictions based on evidence from the text ■ Express why an author might choose to write a story or write about a topic using interactive or shared writing ■ Compare different versions of the same story, rhyme, or traditional tale ◆ Using drawing or writing, write questions to show curiosity about topics encountered in nonfiction texts and actively work to learn more about them ● Use interactive writing, drawing, and temporary spelling to write about information found in simple graphics such as labeled drawings, maps, diagrams, photographs with legends 	WAR
	(pp. 467-470) <ul style="list-style-type: none"> ● Search for and use information in texts with variety in placement of the body text, sidebars, and graphics ● Summarize information in the text, selecting the information that is important ◆ Make connections among texts on the same topic or with similar content ◆ Talk about what the reader knows about the topic before reading the text and identify new knowledge gained from reading ■ Notice how the graphics and sidebars complement the body of the text ■ Understand that illustrations or photographs add to the ideas and information in a text 	GR

Grade One

Range of Reading and Level of Text Complexity

Tennessee Standard	Behaviors and Understandings	
10. With prompting and support, read informational texts of appropriate complexity for grade one.	(pp. 32-33) <ul style="list-style-type: none"> ■ Listen to and discuss a variety of fiction and nonfiction texts ■ Hear and talk about informational texts with clearly defined overall structure and simple categories ■ Experience texts with sentences that are easy for children to follow, though more complex than children generally use in oral language ■ Hear and talk about texts with a few new content words related to concepts that are easy to understand ■ Experience texts with a few words that appear in the vocabulary of mature language users (Tier 2) ■ Listen to and discuss texts with simple illustrations in a variety of forms (e.g., drawing with label or caption, photograph with label or caption, map with legend, diagram) ■ Experience texts with table of contents, heading, sidebar 	IRA LD
	(pp. 118-119) <ul style="list-style-type: none"> ■ Process a range of shared fiction and informational texts ■ Read shared informational texts with clearly defined overall structure and simple categories ■ Engage in shared reading of texts with content that is appropriate for children's cognitive development, emotional maturity, and life experience ■ Process shared texts with a combination of short and longer sentences that are easy for children to understand and remember ■ Process shared texts with a few content words (labels) related to concepts that children can understand ■ Read shared texts with some illustrations in a variety of forms (e.g., drawing with label or caption, photograph with label or caption, map with legend, diagram) ■ Engage in shared reading of informational texts with table of contents, section heading, sidebar 	SR
	(pp. 464-465) <ul style="list-style-type: none"> ■ Process a range of fiction texts and informational texts ■ Process an increased number of longer and more complex sentences ■ Automatically recognize a large number of words ■ Quickly apply word-solving strategies to multi-syllable words with inflectional endings and suffixes ■ Read a wide range of plurals, contractions, and possessives ■ Reflect appropriate rate, word stress, intonation, phrasing, and pausing ■ Read texts with content interesting to and relevant for young readers ■ Process some content-specific words introduced, explained, and illustrated in the text, requiring use of context for understanding 	GR

Grade One

Comprehension and Collaboration

Tennessee Standard	Behaviors and Understandings	
<ol style="list-style-type: none"> 1. Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 	<p>(pp. 34-39)</p> <ul style="list-style-type: none"> ● Ask questions to deepen understanding of a text ● Notice and ask questions when meaning is lost or understanding is interrupted ● Tell what happened in a text after hearing it read ● Check understanding of the plot of the story and ask questions if meaning is lost ● Include the problem and its resolution in telling what happened in a text ● Tell the important information in a text after hearing it read ■ Identify and discuss interesting information in a text 	IRA LD
	<p>(p. 332)</p> <ul style="list-style-type: none"> ■ Ask questions when directions are not clearly understood ■ Listen to and speak to a partner about a given idea, and make a connection to the partner's idea ■ Ask and answer questions about stories, poems, songs, and informational texts that are read aloud ■ Ask questions to clarify unknown words heard while actively listening ■ Use courteous conversational conventions (e.g., <i>please, thank you, greetings</i>) ■ Enter a conversation appropriately ■ Refrain from speaking over others ■ Sustain a conversation with others (e.g., teachers, family, peers) ■ Take turns when speaking ■ Demonstrate respectful listening behaviors ■ Follow a topic and add to discussion with comments on the same topic ■ Listen to and respond to the statements of others ■ Form clear questions to get information ■ Actively participate in the give and take of conversation ■ Engage actively in conversational routines (e.g., turn and talk) ■ Listen and respond to a partner by agreeing or disagreeing and explaining reasons ■ Ask many questions, demonstrating curiosity 	OVC

Grade One

Presentation of Knowledge and Ideas

Tennessee Standard	Behaviors and Understandings
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.</p> <p>6. With prompting and support, speak in complete sentences when appropriate to task and situation.</p>	<p>(p. 332)</p> <ul style="list-style-type: none"> ■ Provide at least one reason for agreement with an idea or an opinion ■ Explain and describe people, events, places, and things in a story ■ Predict future events in a story and tell why ■ Recall stories including events, characters, problems ■ Begin to verbalize reasons for problems, events, and actions in stories ■ Express opinions and explain reasoning ■ Offer solutions and explanations for story problems ■ Describe similarities and differences among people, places, events and things ■ Express and reflect on their own feelings and recognize the feelings of others ■ Talk about a topic with enthusiasm ■ Answer questions asked by the audience ■ Have a topic, story, or response in mind before starting to speak ■ Tell personal experiences in a logical sequence ■ Present ideas and information in a logical sequence ■ Speak to one topic at a time, and stay on topic ■ Use props, images, or illustrations to extend the meaning of a presentation

Grade One

Text Types and Purposes

Tennessee Standard	Behaviors and Understandings	WAR
<ol style="list-style-type: none"> 1. With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure. 2. With prompting and support, write informative/explanatory texts naming a topic, supplying some facts about the topic, and providing some sense of closure. 3. With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure. 	<p>(pp. 176-178)</p> <ul style="list-style-type: none"> ● Use names of authors and illustrators in shared writing ◆ Provide evidence from the text or from personal experience to support written statements about a text ■ Express opinions (interesting, funny, exciting) about texts ◆ Draw and write to express opinions about the characters in a story (funny, bad, silly, nice, friendly) ■ Formulate opinions about authors and illustrators and state in writing the basis for those opinions ● Remember information or details from a text to produce lists, simple sequences of action, and directions 	
	<p>(pp. 250-257)</p> <ul style="list-style-type: none"> ■ Write with a specific purpose in mind ■ Draw a picture or a series of pictures and tell or write about them ■ Use simple words that show the passage of time (<i>then, after</i>) ■ Explain one's thoughts and feelings about an experience or event ■ Provide some descriptive details to make the story more interesting ■ Tell events in order that they occurred in personal narratives ■ Write books and short pieces of writing that are enjoyable to read and at the same time give information to readers about the same topic ■ Select interesting information to include in a piece of writing ■ Include facts and details in informational writing ■ Write a story that has a beginning, a series of things happening, and an ending or an informational text that has introductory and summary sentences ■ Introduce ideas followed by some supportive details and examples ■ Use time appropriately as an organizing tool ■ Express opinions about a theme or topic ■ Select information that will support the topic ■ Select details and events to tell the story ■ Stay focused on a topic 	W

Grade One

Production and Distribution of Writing

Tennessee Standard	Behaviors and Understandings	
4. With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	(pp. 176-178) <ul style="list-style-type: none"> ● Draw (or use other art media) independently to represent information from a text ● Reread writing about reading to check meaning, language, structure, and appropriate word use 	MAR
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. 6. With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.	(pp. 250-257) <ul style="list-style-type: none"> ■ Locate letter keys on a keyboard to type simple messages ■ Access and use simple programs on the computer (easy word-processing, games) ■ Consider how the purpose affects the kind of writing ■ Choose the form of text to fit the purpose: e.g., poem, ABC book, photo book, label book, story with pictures ■ Think about the people who will read the writing or might like to read it and what they will want to know ■ Generate and expand ideas through talk with peers and teacher ■ Add dialogue in speech bubbles or quotation marks to provide information or provide narration ■ Add descriptive words (adjectives, adverbs) and phrases to help readers visualize and understand events, actions, processes, or topics ■ Add words, phrases, or sentences to make the writing more interesting or exciting for readers ■ Add words, phrases, or sentences to provide more information to readers ■ Add words, phrases, or sentences to clarify meaning for readers ■ Mark parts that are not clear and provide more information ■ Rearrange and revise writing to better express meaning or make the text more logical (reorder drawings, reorder pages, cut and paste) ■ Reorganize and revise the writing to better express the writer's meaning or make the text more logical ■ Select a poem, story, or informational book to publish in a variety of appropriate ways: e.g., typed/printed, framed and mounted or otherwise displayed 	W
	(p. 350) <ul style="list-style-type: none"> ■ Use software, apps, and online tools, to express ideas, tell a story, craft a persuasive argument, or write a poem using text and other digital media such as drawings, images, audio, and video ■ Share ideas with an authentic audience through blogs, videoconferencing, and other online tools with support ■ Share work with peers and make changes based on their suggestions ■ Use artifacts to create simple documents, multimedia products, or e-books 	TC

Grade One

Research to Build and Present Knowledge

Tennessee Standard	Behaviors and Understandings	
7. Participate in shared research and writing projects, such as exploring a number of “how-to” books on a given topic and using them to write a sequence of instructions.	(pp. 176-178) <ul style="list-style-type: none"> Remember information or details from a text to independently produce lists, simple sequences of action, and directions through interactive or shared writing Compose notes, lists, letters, or statements based on a text using interactive, shared, or independent writing Using drawing or writing, write questions to show curiosity about topics encountered in nonfiction texts and actively work to learn more about them Reread to remember something from a text in order to draw or write about it 	WAR
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	(pp. 250-257) <ul style="list-style-type: none"> Generate and expand ideas through talk with peers and teacher Look for ideas and topics in personal experiences, shared through talk Contribute to group writing (shared or interactive) with ideas or topics Observe carefully before writing about a person, animal, object, place, action Observe carefully to detect and describe change (growth, change over time in plants or animals, chemical changes in food), and talk about observations Actively contribute to shared or interactive writing to report the results of investigation Ask questions and gather information on a topic Remember important information about a topic in order to write about it Participate actively in experiences and recall information that contributes to writing and drawing (using notebooks and artifacts) 	W
9. (Begins in grade three)	(p. 350) <ul style="list-style-type: none"> Use approved digital resources such as websites, e-books, and apps to engage in simple searches to discover and gather information Gather and talk about information from approved websites, e-books, apps, and software using a variety of methods including downloading a file or copying/pasting text and images, and citing sources 	TC

Range of Writing

Tennessee Standard	Behaviors and Understandings	
10. With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	(pp. 250-257) <ul style="list-style-type: none"> Actively contribute to shared or interactive writing around a topic or theme Generate and expand ideas through talk with peers and teacher Write a continuous message on a simple topic Use words and drawings to compose and revise writing Use drawing to plan, draft, revise, or publish writing Take on both approximated and conventional writing independently Produce a quantity of writing within the time available (e.g., one or two pages per day) 	W

Grade Two

Phonics and Word Recognition

Tennessee Standard	Behaviors and Understandings	
3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. Decode grade-level texts with purpose and understanding. 	(pp. 126-129) <ul style="list-style-type: none"> Locate words with particular features (e.g., beginning letters, phonograms, letter clusters, syllables, prefixes, suffixes, endings, proper nouns, high-frequency words, content words) Use multiple sources of information to monitor, search, and self-correct in solving words Solve words by using letters and sounds, letter clusters, and word parts like syllables and endings Recognize approximately 200 high-frequency words Recognize simple regular plurals and some irregular plurals 	SR
	(pp. 370-373) <ul style="list-style-type: none"> Contrast short and long vowel sounds in words (e.g., <i>at/ate, pet/Pete, bit/bite, hop/hope, cut/cute</i>) Hear and identify long vowel sounds in words and the letters that represent them Recognize and use letter combinations that represent long vowel sounds (e.g., <i>chain, play, neat, meet, pie, light, roast, toe, row, blue, fruit, new</i>) Use known word parts (some are words) to solve unknown larger words (e.g., <i>in/into, can/canvas</i>) Break a word into syllables to decode manageable units (e.g., <i>re/mem/ber, be/fore</i>) Understand and talk about the concept of a suffix Recognize and use longer high-frequency words, some with more than one syllable (e.g., <i>after, around, before, their, there, these, very, which</i>) Read and write approximately 200 high-frequency words 	PSWS
	(pp. 491-495) <ul style="list-style-type: none"> Recognize a large number of high-frequency words quickly and automatically Recognize multi-syllable words or take them apart by syllables to solve them Read words that show comparison with the suffixes <i>-er</i> and <i>-est</i> Read verbs of all tenses with inflectional endings Use letter-sound relationships to read words of one or more syllables Notice word parts including phonogram patterns and use them to solve multi-syllable words Notice parts of words and connect them to other words to solve them Solve words rapidly while processing continuous text and with minimum overt self-correction Read many words with affixes (prefixes and suffixes) 	GR

Grade Two

Word Composition

Tennessee Standard	Behaviors and Understandings	
<p>4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-<i>r</i> combinations, contractions, homophones, plurals, and possessives.</p>	<p>(pp. 258-265)</p> <ul style="list-style-type: none"> Correctly spell approximately two hundred familiar high-frequency words, words with regular letter-sound relationships (including consonant blends and digraphs and some vowel patterns), and commonly used endings and reflect spelling in final drafts Take apart multi-syllable words to spell the parts accurately or close to accurately Use simple resources to help in spelling words or check on spelling (word walls, personal word lists) Use basic rules for adding inflectional endings to words (drop <i>e</i>, double letter) Use simple and some complex plurals Spell simple possessives Spell most contractions Spell correctly many one-syllable words that have vowel and <i>r</i> Form upper- and lowercase letters efficiently and proportionately in manuscript print 	W
<p>b. Use conventional spelling for regular two- and -three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.</p> <p>c. Spell words with suffixes that require consonant doubling, dropping silent -<i>e</i>, and changing <i>y</i> to <i>i</i>.</p> <p>d. Write most common, frequently used words and most irregular words.</p> <p>e. Consult reference materials, including beginning dictionaries, to check and correct spelling.</p> <p>f. Print legibly in manuscript; write many upper and lowercase letters in cursive.</p>	<p>(pp. 370-373)</p> <ul style="list-style-type: none"> Recognize and use phonogram patterns with a long vowel sound in single-syllable words (e.g., -<i>ace</i>, -<i>ade</i>, -<i>ail</i>, -<i>ain</i>, -<i>ake</i>, -<i>ame</i>, -<i>ane</i>, -<i>ate</i>, -<i>ave</i>, -<i>ay</i>, -<i>aze</i>; -<i>ead</i>, -<i>eak</i>, -<i>eal</i>, -<i>eam</i>, -<i>ear</i>, -<i>eat</i>, -<i>ee</i>, -<i>eed</i>, -<i>eek</i>, -<i>eel</i>, -<i>eep</i>, -<i>eet</i>; -<i>ice</i>, -<i>ide</i>, -<i>ies</i>, -<i>ight</i>, -<i>ime</i>, -<i>ind</i>, -<i>ine</i>, -<i>ite</i>, -<i>ive</i>, -<i>y</i>; -<i>oat</i>, -<i>oke</i>, -<i>old</i>, -<i>one</i>, -<i>ope</i>, -<i>ow</i>; -<i>ue</i>) Recognize and use phonogram patterns with vowels and <i>r</i> in single-syllable words (e.g., -<i>air</i>, -<i>ar</i>, -<i>ard</i>, -<i>are</i>, -<i>ark</i>, -<i>arm</i>, -<i>arn</i>, -<i>arp</i>, -<i>art</i>, -<i>ear</i>, -<i>eer</i>, -<i>ir</i>, -<i>ird</i>, -<i>irt</i>, -<i>oor</i>, -<i>ord</i>, -<i>ore</i>, -<i>orn</i>, -<i>ort</i>, -<i>our</i>, -<i>ur</i>, -<i>urn</i>) Recognize and use longer high-frequency words, some with more than one syllable: <i>after</i>, <i>around</i>, <i>before</i>, <i>their</i>, <i>there</i>, <i>these</i>, <i>very</i>, <i>which</i> Read and write approximately two hundred high-frequency words Recognize and use syllables in words with double consonants (e.g., <i>ap/ple</i>, <i>bot/tle</i>) Recognize and use common compound words (e.g., <i>cannot</i>, <i>into</i>, <i>maybe</i>, <i>myself</i>, <i>sometimes</i>, <i>something</i>, <i>today</i>, <i>without</i>, <i>yourself</i>) Recognize and use contractions with <i>not</i>, <i>am</i>, <i>are</i>, <i>is</i> or <i>has</i>, <i>will</i>, and <i>have</i> (e.g., <i>aren't</i>; <i>I'm</i>; <i>we're</i>; <i>he's</i>; <i>I'll</i>; <i>I've</i>) Recognize and use plurals that add <i>s</i> to words that end with a vowel and <i>y</i> (e.g., <i>boys</i>, <i>chimneys</i>, <i>holidays</i>) Recognize and use plurals that add -<i>es</i> to words that end with a consonant and <i>y</i> after changing the <i>y</i> to <i>i</i> (e.g., <i>countries</i>) Recognize and use possessives that add an apostrophe and <i>s</i> to singular nouns (including proper nouns) to show ownership (e.g., <i>boy's popcorn</i>, <i>Pat's neck</i>, <i>town's library</i>, <i>whale's eyes</i>) Understand and talk about the fact that several basic rules govern the spelling of words with suffixes 	PSWS

Grade Two

Fluency

Tennessee Standard	Behaviors and Understandings
<p>5. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. 	<p>(pp. 126-129)</p> <ul style="list-style-type: none"> ● Use multiple sources of information to monitor, search, and self-correct in solving words ● Notice when sentence structure does not match knowledge of syntax and reread to correct (self-monitor) ● Use line breaks to guide phrasing when reading poetry in unison or individually ● Adjust the voice to reflect dialogue in the body of the text ● Read orally with integration of all dimensions of fluency (e.g., pausing, phrasing, word stress, intonation, and rate) ● Recognize and reflect punctuation with the voice (e.g., period, question mark, exclamation mark, comma, quotation marks, ellipses) when reading in chorus or individually ● Recognize and reflect variations in print with the voice (e.g., italics, bold type, special treatments, font size) when reading in chorus or individually ● When reading individually or in unison with others, adjust the voice to reflect aspects of the text (e.g., humor, surprise, suspense, sadness, humor) ● Understand the role of the voice in communicating meaning in readers' theater, choral reading, songs, and poetry ● Read a part in a play or readers' theater script in a way that reflects the dialogue and the attributes and emotions of characters ● Adjust volume and tone of voice to reflect stage directions (e.g., <i>quietly</i>, <i>shouted</i>, <i>with a laugh</i>) and to read a script with fluency and expression
	<p>(pp. 490-494)</p> <ul style="list-style-type: none"> ● Read orally with appropriate phrasing, pausing, intonation, word stress, and rate ● Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy ● Reread a word or phrase occasionally to monitor or self-correct ● Use multiple sources of information (meaning, language structure, visual information) to self-monitor and self-correct

Grade Two

Sentence Composition

Tennessee Standard	Behaviors and Understandings	
<p>6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none"> Use collective nouns. Form and use frequently occurring irregular plural nouns. Use reflexive pronouns such as <i>myself</i> and <i>ourselves</i>. Form and use the past tense of frequently occurring irregular verbs. Use adjectives and adverbs correctly. Produce, expand, and rearrange simple and compound sentences. Use common coordinating conjunctions. Capitalize holidays, product names, and geographic names. Use commas in the greeting and closing of a letter. Use an apostrophe to form contractions and frequently occurring possessives. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic. 	<p>(pp. 258-265)</p> <ul style="list-style-type: none"> ■ Write a friendly letter with all parts ■ Use common (simple) connectives (transitional words) for relating ideas and showing meaning through nonfiction texts (<i>and, but, so, because, before, after</i>) ■ Use nouns and pronouns correctly so that they agree (in gender, number, case; for example—<i>Mike, he</i>) ■ Use adjectives, adverbs, and prepositions correctly ■ Write in past tense (e.g., <i>he walked fast yesterday</i>) ■ Understand and use paragraph structure (indented or block) to organize sentences that focus on one idea ■ Use a capital letter for the first word of a sentence ■ Use capital letters for the names of people, places, days, months, cities, states ■ Use apostrophes in contractions and many possessives ■ Use commas to separate items in a series 	W
	<p>(pp. 637-645)</p> <ol style="list-style-type: none"> Recognize and use nouns Recognize and use pronouns (simpler will be learned before more complex) Recognize and use adjectives Recognize and use verbs Recognize and use adverbs Recognize and use common verb tenses Recognize and use the past tense of irregular verbs, which do not use the suffix <i>-ed</i> Recognize, understand the function of, and use simple connectives Understand the functions of capital letters and use capitalization correctly Understand the functions of marks of punctuation and use punctuation correctly 	Appendix

Grade Two

Vocabulary Acquisition

Tennessee Standard	Behaviors and Understandings	
<p>7.</p> <p>a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade two reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>b. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Identify real-life connections between words and their use.</p> <p>ii. Distinguish shades of meaning among closely related words</p> <p>c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>(pp. 42-47)</p> <ul style="list-style-type: none"> ● Notice and acquire understanding of new vocabulary from read-aloud content ● Use new vocabulary in discussion of a text ● Derive the meaning of words from the context of a paragraph or the whole story ● Understand the meaning of words representing all parts of speech when listening to a story or nonfiction text 	IRA LD
	<p>(pp. 126-129)</p> <ul style="list-style-type: none"> ● Connect words that have similar features (e.g., syllables, prefixes, suffixes, base words, parts of speech) ● Add new words from a text to oral and reading vocabulary ● Notice and use words that add action or emotion to a text (e.g., words that represent sounds, strong verbs, some expressions) ● Use contextual information to understand the meaning of new words ◆ Remember and use new language (e.g., specific words, refrains, expressions) from reading enlarged texts in unison 	SR
	<p>(pp. 370-373)</p> <ul style="list-style-type: none"> ■ Recognize and talk about the fact that words can be related in many ways: e.g., sound, spelling, category ■ Recognize and use synonyms (words that have almost the same meaning): e.g., <i>high/tall</i> ■ Recognize and use words with multiple meanings (e.g., <i>cover</i>) ■ Recognize and use other compound words (e.g., <i>airport, birthday, blueberry, flashlight, highway, homesick, peanut, railroad, sidewalk, snowstorm</i>) 	PSWS
	<p>(pp. 491-495)</p> <ul style="list-style-type: none"> ● Expand meaning of a word by connecting it to other words ● Derive the meaning of a new word from context ● Add to oral vocabulary through reading ● Connect words to synonyms and antonyms to expand understanding ● Understand that some words have multiple meanings and identify the specific meaning that applies in a sentence or paragraph ● Identify base words and understand prefixes and suffixes that add or change meaning or function ● Understand the meaning of verbs that show the action in a story, adjectives that describe characters or setting, and adverbs that describe the action ● Use glossary to learn or check the meaning of words 	GR

Grade Two

Key Ideas and Details

Tennessee Standard	Behaviors and Understandings	
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges.	(pp. 42-44) <ul style="list-style-type: none"> Refer to important information and details and use as evidence to support opinions and statements during discussion Tell what happened in a text after hearing it read Infer the messages in a work of fiction Infer characters' traits as revealed through thought, dialogue, behavior, and what others say or think about them and use evidence from the text to describe them Notice character change and infer reasons from events of the plot Notice recurring themes or motifs in traditional literature and fantasy: e.g., struggle between good and evil, magic, the hero's quest, fantastic or magical objects, wishes, trickery, transformations 	IRA LD
	(pp. 126-129) <ul style="list-style-type: none"> Tell what happens in a readers' theater script or a play Provide an oral summary of a story, play, or nonfiction text Infer a "lesson" from reading a very simple version of a traditional tale in chorus or in parts with others Infer the writer's message or theme in a text Follow and understand simple plots in stories and readers' theater or plays Infer the reasons for characters' actions and feelings in a story or play Express opinions about a text and justify with evidence 	SR
	(pp. 180-182) <ul style="list-style-type: none"> Form and record questions in response to events of a plot or to important information Make notes or write descriptions to help remember important details about setting Make notes or write descriptions to help remember important details about plot Write summaries that include the story's main problem and how it is resolved Write a summary that includes important details about characters Make notes or write descriptions to help remember important details about characters Show when characters change or learn a lesson in a story, and infer reasons related to events of the plot Describe the relationships between a character's actions and their consequences Write the author's message Write about the lesson inferred from traditional literature Notice and write a fiction writer's "lesson" Write about the writer's purpose in telling a story and what messages to readers the story might contain 	WAR
	(pp. 490-494) <ul style="list-style-type: none"> Summarize information in the text, selecting the information that is important Talk about the text showing understanding of events, topic, or content Infer reasons for character change Talk about the lessons the story teaches Talk about what is learned from the characters, the problem, and the resolution of the problem Notice the evidence a writer provides to show character attributes and motives as well as characters' changes 	GR

Grade Two

Craft and Structure

Tennessee Standard	Behaviors and Understandings	
<p>4. Describe how words and phrases supply meaning in a story, poem, or song.</p> <p>5. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p> <p>6. Determine when characters have different points of view.</p>	<p>(pp. 42-44)</p> <ul style="list-style-type: none"> ■ Notice and understand some elements of poetry: e.g., figurative language, rhyme, repetition, onomatopoeia, layout/line breaks (shape) ● Follow a plot with multiple events or episodes ● Notice and understand a simple plot with problem and solution ■ Recognize and discuss aspects of narrative structure: beginning, series of events, high point of the story, problem resolution, ending ● Follow multiple characters, each with unique traits, in the same story ● Play with words or language orally: e.g., nonsense words or refrains from texts that are read aloud ● Follow and understand assigned and unassigned dialogue among multiple characters with a clear idea about who is speaking ■ Notice when a book has repeating episodes or language patterns 	IRA LD
	<p>(pp. 126-129)</p> <ul style="list-style-type: none"> ● Use awareness of rhyme and rhythm in poetry to monitor, correct, and anticipate the text ● Adjust the voice to reflect dialogue in the body of the text ■ Notice aspects of simple dialogue and use those aspects to decide how dialogue should be read ■ Notice a writer's use of rhyme and rhythm and identify language that shares these features ■ Notice how aspects of a text like rhyme, rhythm, and repetition affect appreciation or enjoyment ■ Use some academic language to talk about literary features: e.g., <i>beginning, ending, problem, character, solution, main character, question and answer, topic, time and place, events, character change, message, dialogue, description, time order, problem and solution</i> 	SR
	<p>(pp. 180-182)</p> <ul style="list-style-type: none"> ■ Write the repeating episodes or patterns in a text ■ Use some academic language to talk about literary features: e.g., <i>beginning, ending, problem, character, solution, main character, time and place, events, character change, message, dialogue</i> ◆ Label drawings to show what a character might be saying ■ Recognize and write about or represent in diagrams or flowcharts aspects of narrative structure: beginning, series of episodes, events in sequential order, most exciting point in a story, and ending ■ Write to show how a text is organized: time order or established sequences such as numbers, time of day, days of the week, or seasons ■ Notice and write about a fiction writer's use of repetition, refrains, rhythm 	WAR
	<p>(pp. 490-494)</p> <ul style="list-style-type: none"> ● Recognize and read expressively a variety of dialogue, some unassigned ● Recognize that a text is fiction and tells a story that has a beginning, problem, series of events, and end ■ Notice a fiction writer's use of poetic and expressive language in dialogue ■ Use some academic language to talk about literary features: e.g., <i>beginning, ending, problem, character, time and place, question and answer, main character, character change, message, dialogue, topic, events, solution</i> 	GR

Grade Two

Integration of Knowledge and Ideas

Tennessee Standard	Behaviors and Understandings	
7. Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	(pp. 42-44) <ul style="list-style-type: none"> ● Notice and remember the important events of a story using the pictures (after hearing the text read several times) ◆ Use details from illustrations and text to support points made in discussion ◆ Think across texts to derive larger messages, themes, or ideas ■ Notice how an illustrator shows the passage of time through illustrations (use of light, weather) ■ Notice and remember literary language patterns that are characteristic of traditional literature: e.g., <i>once upon a time, long ago and far away, happily ever after</i> 	IRA LD
8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story by different authors or different cultures.	(pp. 126-129) <ul style="list-style-type: none"> ● Follow and understand simple plots in stories and readers' theater or plays ◆ Make connections between the body of the text and illustrations ◆ Use the events if a story or play to anticipate exciting places in a text or to predict what will happen next ◆ Make connections among text by noticing similarities: e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of text ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest 	SR
	(pp. 180-182) <ul style="list-style-type: none"> ◆ Draw and write about connections among texts by topic, ideas, authors, characters ■ Notice and note decorative or informative illustrations and/or print outside the body of the text ■ Compare in writing different versions of the same story, rhyme, or traditional tale ■ Write about the importance of setting to the plot of the story ◆ Write about the significance of events in a plot ■ Compare the problems in different versions of the same story, rhyme, traditional tale ◆ Write a prediction of what a character is likely to do next and support predictions with evidence ◆ Describe character attributes as revealed through thought, dialogue, behavior, and what others say or think about them ◆ Describe characters' intentions, feelings, and motivations as revealed through thought, dialogue, behavior, and what others say or think about them ■ Write about the details found in illustrations 	WAR
	(pp. 490-494) <ul style="list-style-type: none"> ◆ Make connections among texts of the same genre ◆ Make connections among texts on the same topic or with similar content ◆ Talk about what is learned from the characters, the problem, and the resolution of the problem ◆ Talk about the pictures, revealing interpretation of a problem or of characters' feelings ■ Notice the evidence a writer provides to show character attributes and motives as well as characters' changes ■ Notice how illustrations add to important story action 	GR

Grade Two

Range of Reading and Level of Text Complexity

Tennessee Standard	Behaviors and Understandings	
10. Read and comprehend stories and poems throughout grades two and three text, complexity band proficiently, with scaffolding at the high end as needed.	(pp. 40-41) <ul style="list-style-type: none"> ■ Listen to and discuss a range of fiction and nonfiction texts ■ Experience simple narratives with straightforward structure (beginning, middle, several episodes, and ending) but more episodes included ■ Hear and talk about texts with content that is appropriate for children's cognitive development, social and emotional maturity, and life experience ■ Listen to and discuss a few texts with settings distant in time and place from children's own experiences ■ Experience texts with main characters and supporting characters, some with multiple dimensions ■ Hear and talk about books with descriptive language conveying a range of human feelings: e.g., joy, sadness, anger, eagerness ■ Listen to and discuss texts with some long and complex sentences that require attention to follow ■ Experience texts with illustrations that support interpretation or enhance enjoyment but that are not necessary for understanding 	IRA LD
	(pp. 124-125) <ul style="list-style-type: none"> ■ Interact with a variety of fiction and informational shared texts ■ Engage in shared reading of texts with content that is appropriate for children's cognitive development, emotional maturity, and life experience ■ Interact with shared texts that have humor that is easy to grasp ■ Read shared texts with content that reflects a wide range of settings, languages, and cultures ■ Participate in shared reading of texts with descriptive language conveying sensory experiences (imagery) ■ Read shared texts with both realistic and fantastic settings, events, and characters ■ Participate in shared reading with most texts told from a single point of view ■ Read shared texts with sentences with multiple clauses (independent and dependent) and phrases ■ Experience shared texts with illustrations that reflect the theme 	SR
	(pp. 488-490) <ul style="list-style-type: none"> ■ Understand characteristics of a range of genres ■ Process chapter books and other special forms ■ Read books with narratives that are straightforward but have elaborate plots with many episodes ■ Process texts with multiple characters that show some change over time ■ Process sentences of varying complexity that may contain prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives ■ Solve words smoothly and automatically in both silent and oral reading ■ Read and understand descriptive words ■ Read silently and independently ■ Demonstrate all aspects of smooth, fluent processing 	GR

Grade Two

Key Ideas and Details

Tennessee Standard	Behaviors and Understandings	
1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. 3. Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.	(pp. 45-47) <ul style="list-style-type: none"> ● Ask questions to deepen understanding of a text ● Refer to important information and details and use as evidence in discussion to support opinions and statements ■ Identify and discuss interesting and important information in a text ● Follow and understand nonfiction texts with clearly defined overall structure and simple categories ■ Identify the organization of a text: e.g., chronological sequence, temporal and established sequences, categories ■ Notice that a nonfiction writer puts together information related to the same topic (category) ■ Notice the main topic of a nonfiction text and subtopics ◆ Make connections among the content and ideas in nonfiction texts: e.g., animals, pets, families, sports, the five senses, nutrition and food, school, neighborhood, weather and seasons, machines, plants 	IRA LD
	(pp. 126-129) <ul style="list-style-type: none"> ● Tell facts, a sequence of events, or directions after reading a nonfiction text with others ◆ Synthesize new content related to familiar topics and topics that may be new ◆ Infer important ideas from reading a narrative nonfiction text ◆ Make predictions based on understanding of text structure in fiction and nonfiction texts ■ Notice underlying structural patterns in a nonfiction text: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast 	SR
	(pp. 183-184) <ul style="list-style-type: none"> ● Remember information or details from a text to independently produce lists, simple sequences of action, and directions ● Compose notes, lists, letters, or statements to remember important information about a text ■ Form and record questions in response to important information ■ Notice and show in writing how a text is organized by main topics and subtopics ■ Draw or write to describe how ideas and content within a text are alike and different ■ Use graphic organizers such as webs to show how a writer puts together information related to the same topic ● List the significant events or ideas in an expository or biographical text ◆ Write about connections among ideas in a text: animals, pets, families, food, plants, school, friends, growing, senses, neighborhood, weather and seasons, health, etc. 	WAR
	(pp. 490-494) <ul style="list-style-type: none"> ● Summarize information in the text, selecting the information that is important ◆ Talk about the text showing understanding of events, topic, or content ◆ Infer temporal sequences and the reasons for each step ■ Understand that the information and ideas in a text are related to each other, and notice how the author presents this ■ Recognize a writer's use of underlying text structures: e.g., description, cause and effect, chronological sequence, temporal sequence, comparison and contrast, question and answer 	GR

Grade Two

Craft and Structure

Tennessee Standard	Behaviors and Understandings	
<p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>5. Know and use various text features to locate key facts or information in a text efficiently.</p>	<p>(pp. 45-47)</p> <ul style="list-style-type: none"> ◆ Infer the writer's attitude toward a topic (how the writer "feels") ■ Understand that a writer has a purpose in writing about a topic ● Acquire new content words from texts and graphics, including those for familiar objects, familiar animals, some new animals, and human activities ● Learn some words that do not appear frequently in oral conversation but are used in writing (tier 2) ● Derive the meaning of words from the context of a paragraph or the whole text ■ Notice and use and understand the purpose of some text resources outside the body (peritext): e.g., dedication, acknowledgments, author's note, illustrator's note, endpapers, book flap 	IRA LD
<p>6. Identify the main purpose of a text, including what an author wants to answer, explain, or describe.</p>	<p>(pp. 126-129)</p> <ul style="list-style-type: none"> ● Add new words from a text to oral and reading vocabulary ● Use contextual information to understand the meaning of new words ● Shift attention from one part of a page layout to another to gather information: e.g., body text; drawing, photograph, map, diagram; label, caption, legend ◆ Infer the writer's purpose ◆ Notice and learn new ways to present information in nonfiction texts using illustrations and book and print features 	SR
	<p>(pp. 183-184)</p> <ul style="list-style-type: none"> ● Use new vocabulary from texts when writing to appropriately reflect meaning ■ Use text as a resource for words, phrases, and ideas for writing ■ Write about why an author might choose to write a story or write about a topic ■ Formulate opinions about authors and illustrators and state in writing the basis for those opinions ■ Use some academic language to talk about book and print features: e.g., <i>front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label, table of contents, acknowledgements, section, heading, drawing, caption, map, dedication, author's note, illustrator's note, section, diagram, glossary</i> ◆ Draw and write about the author's message ● Reference book and print features in writing about reading: title, table of contents, chapter title, heading, sidebar; author's note, pronunciation guide, glossary 	WAR
	<p>(pp. 490-494)</p> <ul style="list-style-type: none"> ● Notice labels or captions on photographs and drawings and use them to understand the words in the text ● Use a glossary to learn or check the meaning of words ■ Think analytically about the significance of a title ■ Notice and understand how the graphics and sidebars complement the body of the text ■ Talk critically about what a writer does to make a topic interesting or important 	GR

Grade Two

Integration of Knowledge and Ideas

Tennessee Standard	Behaviors and Understandings	
7. Identify and explain how illustrations and words contribute to and clarify a text. 8. Describe how reasons support specific points an author makes in a text. 9. Compare and contrast the most important points presented by two texts on the same topic.	(pp. 45-47) ◆ Use evidence from the text to support statements about the text ◆ Relate important information and concepts in one text and connect to information and concepts in other texts ● Follow arguments in a persuasive text ◆ Recognize and use information in a variety of graphics: e.g., photo and/or drawing with label or caption, diagram, map with legend ■ Notice how illustrations and graphics help to communicate the writer's message ■ Understand that graphics and text are carefully placed in a nonfiction text so that ideas are communicated clearly	IRA LD
	(pp. 126-129) ■ Express opinions about a text and justify with evidence ◆ Infer information from nonfiction illustrations and book and print features ◆ Identify what is known and what is new in a nonfiction text ◆ Make connections among texts by noting similarities: e.g., characters, story patterns, language patterns, use of dialogue, words or phrases, type of text ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest	SR
	(pp. 183-184) ● Refer to notes about a text as evidence to support opinions and statements in discussion and writing ● Reread to remember something from a text for use in drawing or writing independently ◆ Draw and write to relate important information/ideas within a text to other texts ◆ Draw and write about connections among texts by topic, theme, major ideas, author's styles, and genres ● Notice and write about information found in simple graphics such as photo and drawing with label or caption, diagram, map ■ Notice and write to describe how the graphics in a text help explain information so ideas are clearly communicated	WAR
	(pp. 490-494) ◆ Make connections among texts of the same genre ◆ Make connections among texts on the same topic or with similar content ■ Notice and understand how the graphics and sidebars complement the body of the text ■ Understand that illustrations or photographs add to the meaning of the text ■ Talk critically about what a writer does to make a topic interesting or important	GR

Grade Two

Range of Reading and Level of Text Complexity

Tennessee Standard	Behaviors and Understandings	
10. Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	<p>(pp. 40-41)</p> <ul style="list-style-type: none"> ■ Listen to and discuss a range of fiction and nonfiction texts ■ Experience informational texts related to a larger topic, sometimes with subtopics ■ Listen to and discuss texts with underlying structural patterns: description, cause and effect, chronological sequence, temporal sequence (e.g., life cycles, how-to books), compare and contrast ■ Hear and talk about simple biographical and historical texts with narrative structure ■ Experience informational texts with some examples of simple argument and persuasion ■ Hear and talk about texts with content that is appropriate for children's cognitive development, social and emotional maturity, and life experience ■ Experience texts with procedural language: e.g., step-by-step, directions, how-to ■ Listen to and discuss texts with some long and complex sentences that require attention to follow ■ Hear and talk about texts with technical vocabulary 	IRA LD
	<p>(pp. 124-125)</p> <ul style="list-style-type: none"> ■ Interact with a variety of fiction and informational shared texts ■ Read shared texts with underlying structural patterns: description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast ■ Engage in shared reading of texts with content that is appropriate for children's cognitive development, emotional maturity, and life experience ■ Read shared texts with a few topics that may be beyond some children's immediate experiences (farm, beach, big city, forms of transportation) ■ Interact with some procedural texts written in second-person in shared reading ■ Read shared texts with sentences with multiple clauses (independent and dependent) and phrases ■ Read shared texts with variation of tense that changes text complexity: e.g., <i>goes</i>, <i>was going</i>, <i>will be going</i> ■ Interact with shared texts with words with suffixes and prefixes 	SR
	<p>(pp. 488-490)</p> <ul style="list-style-type: none"> ■ Understand characteristics of a range of genres ■ Read short nonfiction texts, mostly on single topics ■ Identify and use underlying structural patterns (description, cause and effect, chronological sequence, temporal sequence, categorization, comparison and contrast, problem and solution, question and answer) ■ Process sentences of varying complexity that may contain prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives ■ Read and understand some complex content-specific words, and some technical words ■ Solve words smoothly and automatically in both silent and oral reading ■ Read silently and independently ■ Demonstrate all aspects of smooth, fluent processing 	GR

Grade Two

Comprehension and Collaboration

Tennessee Standard	Behaviors and Understandings	
<ol style="list-style-type: none"> 1. Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. 	<p>(pp. 42-47)</p> <ul style="list-style-type: none"> ● Ask questions to deepen understanding of a text ● Notice and ask questions when meaning is lost or understanding is interrupted ◆ Relate important ideas in the text to each other and to other texts ● Recall important details about setting after a story is read ◆ Use details from illustrations and text to support points made in discussion ● Notice and remember the important events or steps of a text in temporal or chronological sequence 	IRA LD
	<p>(pp. 333-334)</p> <ul style="list-style-type: none"> ■ Listen to and speak to a partner about a given idea, and make a connection to the partner's idea ■ Listen with attention during instruction, and respond with statements and questions ■ Ask clarifying questions when listening to texts read aloud, or to presentations by teachers and other students ■ Ask questions to clarify unknown words heard while actively listening ■ Recall and state ideas from oral reading and presentations ■ Enter a conversation appropriately ■ Refrain from speaking over others ■ Sustain a conversation with a variety of audiences ■ Take turns when speaking ■ Demonstrate respectful listening behaviors ■ Follow a topic and add to discussion with comments on the same topic ■ Listen, respond, and build on the statements of others ■ Ask questions for clarification or to gain information ■ Actively participate in the give and take of conversation ■ Ask follow-up questions during partner, small-group, and whole-class discussion ■ Relate or compare one's own knowledge and experience with information from others ■ Listen and respond to a partner by agreeing, disagreeing, or adding on and explaining reasons 	OVC

Grade Two

Presentation of Knowledge and Ideas

Tennessee Standard	Behaviors and Understandings
<ol style="list-style-type: none"> 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 5. Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>(pp. 333-334)</p> <ul style="list-style-type: none"> ■ Provide more than one reason for agreement with an idea or opinion ■ Explain and describe people, events, places, and things in a story ■ Share knowledge of story structure by describing setting, characters, events, or endings ■ Recall stories including events, characters, problems ■ Verbalize reasons for problems, events, and actions in stories ■ Express opinions and support with evidence ■ Offer solutions and explanations for story problems ■ Express and reflect on their own feelings and recognize the feelings of others ■ Speak about a topic with enthusiasm ■ Tell stories and present information in an interesting way ■ Speak at an appropriate volume to be heard when addressing large and small groups ■ Enunciate words clearly in their own languages as well as in English ■ Answer questions asked by the audience ■ Maintain a clear focus on the important or main ideas ■ Tell stories from personal experiences ■ Retell familiar stories or stories from texts ■ Demonstrate understanding of a topic by providing relevant facts and details ■ Use props, illustrations, images, or other digital media to enhance a presentation

Grade Two

Text Types and Purposes

Tennessee Standard	Behaviors and Understandings	
<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts. <ol style="list-style-type: none"> a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section. 2. Write informative/explanatory texts. <ol style="list-style-type: none"> a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section. 3. Write narratives recounting an event or short sequence of events. <ol style="list-style-type: none"> a. Include details to describe actions, thoughts, and feelings. b. Use time order words to signal event order. c. Provide a sense of closure. 	<p>(pp. 180-184)</p> <ul style="list-style-type: none"> ● Record the titles and authors of favorite fiction books ● Use common (simple) connectives that are frequently used in oral language (words, phrases that clarify relationships and ideas): e.g., <i>and</i>, <i>but</i>, <i>so</i>, <i>because</i>, <i>before</i>, <i>after</i> ■ Write why an author might choose to write a story or write about a topic ■ Express opinions (e.g., interesting, funny, exciting) about a text in writing and support those opinions with evidence ■ Formulate opinions about authors and illustrators and state in writing the basis for those opinions ◆ Express feelings such as empathy for or dislike of a character ● Refer to notes about a text as evidence to support opinions and statements in discussion and writing ● Write about content from texts that reflects beginning understandings of the physical and social world: health, social studies, science, mathematics, arts ◆ Provide evidence from the text or from personal experience to support written statements about a text 	<div>WAR</div>
	<p>(pp. 258-265)</p> <ul style="list-style-type: none"> ■ Select “small moments” or experiences and share thinking and feelings about them ■ Use words that show the passage of time ■ Tell details about the most important moments in a story or experience while eliminating unimportant details ■ Describe characters by what they do, say, and think and what others say about them ■ Introduce information in categories ■ Provide supporting details in each category ■ Provide information that teaches readers about a topic ■ Write a story that has a beginning, a series of things happening, and an ending or an informational text that has introductory and summary sentences ■ Introduce ideas followed by supportive details and examples ■ Bring a piece to closure through an ending or summary statement ■ Select details that will support a topic or story ■ Understand the importance of the lead in a story or nonfiction piece ■ Bring the piece to closure with an ending or final statement 	<div>W</div>

Grade Two

Production and Distribution of Writing

Tennessee Standard	Behaviors and Understandings	
4. With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	(pp. 180-184) <ul style="list-style-type: none"> ● Draw (or use other art media) independently to represent information from the text ● Reread writing about reading to check meaning, language structure, and appropriate word use 	WAR
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.	(pp. 258-265) <ul style="list-style-type: none"> ■ Use some vocabulary specific to the topic ■ Organize information according to purpose ■ Communicate clearly the main points intended for readers to understand ■ Begin to develop efficient keyboarding skills ■ Make changes on the screen to revise and edit, and publish documents ■ Write for a specific purpose: e.g., to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan ■ Plan and organize information for the intended readers ■ Stay focused on a topic ■ Decide what is most important about the topic or story ■ Change writing in response to peer or teacher feedback ■ Write a continuous message on a simple topic ■ Reread and revise the draft or rewrite a section to clarify meaning ■ Add descriptive words (adjectives, adverbs) and phrases to help readers visualize and understand events, actions, processes, or topics ■ Add words, phrases, or sentences to clarify meaning for readers ■ Delete text to better express meaning and make the text more logical ■ Identify vague parts or confusing ideas and provide specificity ■ Reorder the information in a text to make the meaning clearer by cutting apart, cutting and pasting, laying out pages, using word-processing ■ Understand that the more accurate the spelling and the clearer the space between words, the easier it is for the reader to read it ■ Use spell check, accepting or rejecting changes as needed ■ Select a poem, story, or informational book to publish in a variety of appropriate ways: e.g., typed/printed, framed and mounted or otherwise displayed 	W
	(p. 351) <ul style="list-style-type: none"> ■ Use software, apps, and online tools, to express ideas, tell a story, craft a persuasive argument, or write a poem using text and other digital media such as drawings, images, audio, and video ■ Share ideas with an authentic audience through blogs, videoconferencing, and other online tools with support ■ Share work with peers and make changes based on their suggestions ■ Use artifacts to create simple documents, multimedia products, or e-books 	TC

Grade Two

Research to Build and Present Knowledge

Tennessee Standard	Behaviors and Understandings	
7. Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.	(pp. 180-184) <ul style="list-style-type: none"> Remember information or details from a text to independently produce lists, simple sequences of action, and directions Reflect in writing both prior knowledge and new knowledge from a text Refer to notes about a text as evidence to support opinions and statements in discussion and writing Reread to remember something from a text for use in drawing or writing independently 	WAR
8. Recall information from experiences or gather information from provided sources to answer a question.	(pp. 258-265) <ul style="list-style-type: none"> Gather and internalize information and then write in one's own words Explore relevant questions in talking about a topic Contribute to group writing ideas/topics (shared or interactive) Observe carefully events, people, settings, and other aspects of the world to gather information on a topic Observe carefully to describe and compare animals, plants, objects, people, and talk about observations Observe carefully to detect and describe change (growth, change over time in plants or animals, chemical changes in food), and talk about observations Actively contribute to shared or interactive writing to report the results of investigation Participate actively in experiences and recall information that contributes to writing and drawing (using notebooks and artifacts) Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it 	W
9. (Begins in grade 3)	(p. 351) <ul style="list-style-type: none"> Use approved digital resources such as websites, e-books, and apps to engage in simple searches to discover and gather information Gather and talk about information from approved websites, e-books, apps, and software using a variety of methods including downloading a file or copying/pasting text and images 	TC

Range of Writing

Tennessee Standard	Behaviors and Understandings	
10. With guidance and support from adults, engage routinely in writing activities to promote writing fluency.	(pp. 258-265) <ul style="list-style-type: none"> Write and/or draw about one idea on a page or across several pages of a book Use a writer's notebook or booklet as a tool for collecting ideas, experimenting, planning, sketching, or drafting Use sketching webs, lists, and freewriting to think about, plan for, and try out writing Write a continuous message on a simple topic Write a draft or a discovery draft (writing fast and as much as possible on a topic) Take on both approximated and conventional writing independently Produce a reasonable quantity of writing within the time available Write with fluency and ease 	W

Grade Three

Phonics and Word Recognition

Tennessee Standard	Behaviors and Understandings	
<p>3. Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ol style="list-style-type: none"> Identify and define the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes, such as <i>-ly</i>, <i>-less</i>, and <i>-ful</i>. Decode multi-syllable words. Read grade-appropriate irregularly spelled words. 	<p>(pp. 132-135)</p> <ul style="list-style-type: none"> Solve words by using letters and sounds, letter clusters, and word parts like syllables and endings Solve words using a flexible range of strategies to access different sources of information Recognize many multi-syllable words or take apart as needed to solve them Automatically read approximately 500 high-frequency words Recognize words with affixes (prefixes and suffixes) 	SR
	<p>(pp. 374-377)</p> <ul style="list-style-type: none"> Understand and discuss the concept of prefixes and recognize their use in determining the meaning of some English words: e.g., <i>ad-</i>, <i>ant-</i>, <i>anti-</i>, <i>bi-</i>, <i>circu-</i>, <i>com-</i>, <i>con-</i>, <i>contra-</i>, <i>contro-</i>, <i>counter-</i>, <i>dec-</i>, <i>dis-</i>, <i>em-</i>, <i>en-</i>, <i>ex-</i>, <i>in-</i>, <i>inter-</i>, <i>intra-</i>, <i>mal-</i>, <i>mis-</i>, <i>mon-</i>, <i>mono-</i>, <i>multi-</i>, <i>non-</i>, <i>oct-</i>, <i>pent-</i>, <i>per-</i>, <i>poly-</i>, <i>pre-</i>, <i>quadr-</i>, <i>re-</i>, <i>sub-</i>, <i>super-</i>, <i>trans-</i>, <i>tri-</i>, <i>un-</i>, <i>uni-</i> Understand and talk about the concept of a suffix Recognize and use the suffixes <i>-er</i> and <i>-est</i> to show comparison: e.g., <i>bright/brighter/brightest</i>, <i>fierce/fiercer/fiercest</i>, <i>sad/sadder/saddest</i> Recognize and use frequently appearing syllable patterns in multi-syllable words: e.g., <i>alone</i>, <i>before</i>, <i>enter</i>, <i>imitate</i>, <i>increase</i>, <i>repeat</i>, <i>unhappy</i>, <i>trouble</i>, <i>other</i>, <i>purple</i>, <i>already</i> Hear, say, clap, and identify syllables in words with three or more syllables: e.g., <i>an/oth/er</i>, <i>bi/cy/cle</i>, <i>fish/er/man</i>, <i>el/e/va/tor</i>, <i>un/u/su/al</i> Read and write approximately five hundred high-frequency words 	PSWS
	<p>(pp. 515-519)</p> <ul style="list-style-type: none"> Recognize a large number of high-frequency words rapidly and automatically Recognize a large number of one-, two-, three-, and four-syllable words rapidly and automatically Solve multi-syllable words by taking them apart using syllables Read some multi-syllable words with complex letter-sound relationships Solve words rapidly while processing continuous text and with minimum overt self-correction Solve words by identifying base words and affixes (prefixes and suffixes) Demonstrate flexibility in using different strategies for solving words Identify base words and understand prefixes and suffixes that add or change meaning, function, or tense 	GR

Grade Three

Word Composition

Tennessee Standard

4. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
 - a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.
 - b. Use conventional spelling for high frequency words, including irregular words.
 - c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.
 - d. Write legibly in manuscript; write all lower and uppercase cursive letters.

Behaviors and Understandings

(pp. 266-273)

- Correctly spell approximately 300 familiar high-frequency words, words with regular letter-sound relationships (including consonant blends and digraphs and some vowel patterns), and commonly used endings and reflect spelling in final drafts
- Use knowledge of syllables and phonogram patterns to generate multi-syllable words
- Take apart multi-syllables to spell the parts accurately or almost accurately
- Use reference tools to check on spelling when editing final draft (dictionary, digital resources)
- Write many compound words accurately
- Spell correctly many one and two syllable words that have vowel and *r*
- Write fluently in both manuscript and cursive handwriting with appropriate spacing

W

(pp. 374-377)

- Use efficient and consistent motions to form letters in cursive writing with writing tools
- Recognize and use phonogram patterns with a short vowel sound in single-syllable words
- Recognize and use phonogram patterns with a long vowel sound in single-syllable words
- Recognize and use phonogram patterns with the /ü/ vowel sound (as in *moon*), the /u/ vowel sound (as in *book*), the /o/ vowel sound (as in *saw*), and with vowels and *r* in single-syllable words
- Recognize and use phonogram patterns with the /ou/ vowel sound (as in *cow*) and the /oi/ vowel sound (as in *boy*) in single-syllable words
- Recognize and use frequently appearing syllable patterns in multi-syllable words: e.g., *alone*, *before*, *enter*, *imitate*, *increase*, *repeat*, *unhappy*; *trouble*, *other*, *purple*, *already*
- Recognize and use short vowel phonograms and long vowel phonograms that appear in multi-syllable words
- Read and write approximately five hundred high-frequency words
- Use a dictionary to solve and find information about words

PSWS

Grade Three

Fluency

Tennessee Standard	Behaviors and Understandings
<p>5. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. 	<p>(pp. 132-135)</p> <ul style="list-style-type: none"> Use multiple sources of information to monitor, search, and self-correct in solving words Use line breaks to guide phrasing when reading poetry in unison or individually Adjust the voice to reflect dialogue in the body of the text Read orally with integration of all dimensions of fluency: e.g., pausing, phrasing, word stress, intonation, and rate Recognize and reflect punctuation with the voice (e.g., period, question mark, exclamation point, dash, comma, ellipses, when reading in chorus or individually Recognize and reflect variations in print with the voice (e.g., italics, bold type, special treatments, font size) when reading in chorus or individually When reading individually or in unison with others, adjust the voice to reflect the mood of the text: e.g., sadness, tension, joy, humor Understand the role of the voice in communicating meaning in readers' theater, choral reading, songs, and poetry Read a part in a play or readers' theater script in a way that reflects the dialogue and the attributes and emotions of characters Adjust volume and tone of voice to reflect stage directions (e.g., <i>quietly</i>, <i>shouted</i>, <i>with a laugh</i>) and to read a script with fluency and expression Discuss with others how a script or poem should be read and state reasons based on plot, characters, meaning
	<p>(pp. 514-519)</p> <ul style="list-style-type: none"> Read silently at a slightly faster rate than when reading orally while maintaining comprehension and accuracy Read orally with appropriate phrasing, pausing, intonation, word stress, and rate Self-monitor reading using multiple sources of information (i.e., meaning, language structure, visual information) and with little overt self-correction

Grade Three

Sentence Composition

Tennessee Standard	Behaviors and Understandings	
<p>6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns.</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use simple verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs correctly.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>j. Capitalize appropriate words in titles.</p> <p>k. Use commas in addresses.</p> <p>l. Use commas and quotation marks in dialogue.</p> <p>m. Form and use possessives.</p> <p>n. Write a cohesive paragraph with a main idea and detailed structure.</p>	<p>(pp. 266-273)</p> <ul style="list-style-type: none"> ■ Use nouns and pronouns correctly so that they agree (in gender, number, case): e.g., <i>Mike, he</i> ■ Recognize and use the eight parts of speech of the English language in an accepted, standard way ■ Use subject-verb agreement: e.g., <i>blanket is, blankets are</i> ■ Write in past tense: e.g., <i>he walked fast yesterday</i> ■ Write in present tense: e.g., <i>he walks fast</i> ■ Write in future tense: e.g., <i>he will walk fast tomorrow</i> ■ Use conventional structure for both simple and compound sentences ■ Write some sentences with embedded clauses (complex) and dialogue ■ Write uninterrupted dialogue in conventional structure ■ Understand and use paragraph structure (indented or block) to organize sentences that focus on one idea ■ Use capitals to start the first, last, and most other words in a title ■ Understand and use quotation marks to indicate simple dialogue to show the exact words someone said ■ Use correct punctuation of uninterrupted dialogue ■ Use apostrophes correctly in contractions and possessives 	W
	<p>(pp. 637-645)</p> <ul style="list-style-type: none"> 2. Recognize and use nouns 3. Recognize and use pronouns (simpler will be learned before more complex) 4. Recognize and use adjectives 5. Recognize and use verbs 6. Recognize and use adverbs 8. Recognize and use conjunctions 10. Recognize and use common verb tenses 13. Recognize and use subject-verb agreement 14. Recognize and use pronoun-antecedent agreement 20. Recognize and use sentences with various structures 26. Understand the functions of capital letters and use capitalization correctly 27. Understand the functions of marks of punctuation and use punctuation correctly 	Appendix

Grade Three

Vocabulary Acquisition

Tennessee Standard	Behaviors and Understandings	
<p>7.</p> <p>a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word. Use a known root word as a clue to the meaning of an unknown word with the same root. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>b. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context. Identify real-life connections between words and their use. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. <p>c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</p>	<p>(pp. 50-55)</p> <ul style="list-style-type: none"> Notice that words have special qualities, such as musical or pleasing sound, dramatic impact, or humor Notice and acquire understanding of new vocabulary from read-aloud content Derive the meaning of words from the context of a sentence, paragraph, or the whole story Notice and understand how the author uses literary language, including some figurative language and symbolism 	IRA LD
	<p>(pp. 131-135)</p> <ul style="list-style-type: none"> Add new words from texts to vocabulary constantly Recognize and understand the meaning of plurals in various forms Use contextual information to solve the meaning of new words Understand the meaning of content words supported by the pictures in a nonfiction text Notice and identify language that adds humor Notice interesting and playful language including made up words and onomatopoeic words 	SR
	<p>(pp. 374-377)</p> <ul style="list-style-type: none"> Recognize and talk about the fact that words can be related in many ways: e.g., sound, spelling, category Recognize and use words with multiple meanings: e.g., cover, organ Understand and discuss the concept of prefixes and recognize their use in determining the meaning of some English words: e.g., <i>ad-, ant-, anti-, bi-, circu-, com-, con-, contra-, contro-, counter-, dec-, dis-, em-, en-, ex-, in-, inter-, intra-, mal-, mis-, mon-, mono-, multi-, non-, oct-, pent-, per-, poly-, pre-, quadr-, re-, sub-, super-, trans-, tri-, un-, uni-</i> Develop interest in vocabulary by recognizing and appreciating aspects of words and by “collecting” and discussing interesting words and using them in conversation 	PSWS
	<p>(pp. 491-495)</p> <ul style="list-style-type: none"> Expand meaning of a word by connecting it to other words Derive the meaning of a new word from context Understand the meaning of regular and irregular plurals Understand that some words have multiple meanings and identify the specific meaning that applies in a sentence or paragraph Understand the meaning of verbs that become nouns using <i>-er</i> and <i>-ing</i> (gerund) Identify base words and understand prefixes and suffixes that add or change meaning or function Understand some content-specific words introduced, explained, and illustrated in context Use a glossary to learn or check the meaning of words 	GR

Grade Three

Vocabulary Acquisition and Use

Tennessee Standard	Behaviors and Understandings	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases. 	<p>(pp. 132-135)</p> <ul style="list-style-type: none"> ● Add new words from texts to vocabulary constantly ● Use contextual information to solve the meaning of new words ● Recognize words with affixes (prefixes and suffixes) ● Connect words that have similar features: e.g., affixes and other word parts, base words, parts of speech 	SR
	<p>(pp. 266-273)</p> <ul style="list-style-type: none"> ■ Use vocabulary specific to the topic or content ■ Begin to use particular language typical of different genres ■ Use vocabulary appropriate for the topic 	W
	<p>(pp. 374-377)</p> <ul style="list-style-type: none"> ■ Recognize and use synonyms (words that have almost the same meaning): e.g., <i>mistake/error</i>, <i>high/tall</i> ■ Understand and discuss the concept of prefixes and recognize their use in determining the meaning of some English words: e.g., <i>ad-</i>, <i>ant-</i>, <i>anti-</i>, <i>bi-</i>, <i>circu-</i>, <i>com-</i>, <i>con-</i>, <i>contra-</i>, <i>contro-</i>, <i>counter-</i>, <i>dec-</i>, <i>dis-</i>, <i>em-</i>, <i>en-</i>, <i>ex-</i>, <i>in-</i>, <i>inter-</i>, <i>intra-</i>, <i>mal-</i>, <i>mis-</i>, <i>mon-</i>, <i>mono-</i>, <i>multi-</i>, <i>non-</i>, <i>oct-</i>, <i>pent-</i>, <i>per-</i>, <i>poly-</i>, <i>pre-</i>, <i>quadr-</i>, <i>re-</i>, <i>sub-</i>, <i>super-</i>, <i>trans-</i>, <i>tri-</i>, <i>un-</i>, <i>uni-</i> ■ Develop interest in vocabulary by recognizing and appreciating aspects of words and by “collecting” and discussing interesting words and using them in conversation ■ Understand and talk about the concept of a suffix ■ Use connections between or among words that mean the same or almost the same to solve an unknown word: e.g., <i>damp</i>, <i>wet</i> ■ Use a glossary to solve and find information about words ■ Use a dictionary to solve and find information about words 	PSWS
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). <p>6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>(pp. 637-645)</p> <ol style="list-style-type: none"> Recognize and use phrases and understand their functions in sentences Recognize, understand the function of, and use simple connectives Recognize and use sophisticated connectives 	Appendix

Grade Three

Key Ideas and Details

Tennessee Standard	Behaviors and Understandings	
<ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story and explain how their actions contribute to the sequence of events. 	<p>(pp. 50-52)</p> <ul style="list-style-type: none"> ● Refer to important information and details and use as evidence to support opinions and statements during discussion ● Tell a summary of a text after hearing it read ◆ Use evidence from the text to support statements about the text ◆ Infer the messages in a work of fiction ■ Notice when a fiction writer is communicating a moral lesson ◆ Infer characters' intentions, feelings, and motivations as revealed through thought, dialogue, behavior, and what others say or think about them <p>(pp. 132-135)</p> <ul style="list-style-type: none"> ● Tell what happens in a readers' theater script or play ■ Express opinions about texts and justify with evidence ● Identify the main ideas or messages in readers' theater scripts or poems used for choral reading ● Provide a concise statement summarizing a readers' theater script, choral reading, or poem, including the important information and the major themes or ideas ◆ Infer characters' feelings and motivations and the relationships between characters from reading dialogue in a script 	<p>IRA LD</p> <p>SR</p>
	<p>(pp. 186-188)</p> <ul style="list-style-type: none"> ● Reference page numbers from a text in writing about important information ◆ Provide evidence from the text or from personal experience to support written statements about a text ◆ Provide details that are important to understanding the story problem, the setting, and the characters ■ Form and record questions in response to events of a plot or to important information ■ Form and express opinions about a text in writing and support those opinions with rationales and evidence ◆ Describe characters' intentions, feelings, and motivations as revealed through thought, dialogue, behavior, and what others say or think about them and support with evidence ◆ Notice and write about character change and infer reasons related to events of the plot ◆ Write about the relationships between a character's actions and consequences ◆ Infer and write about the larger messages of a fiction text ■ Notice and write a fiction writer's "lesson" 	<p>WAR</p>
	<p>(pp. 514-519)</p> <ul style="list-style-type: none"> ● Summarize the important information in the text in a clear and logical way without extraneous detail ◆ Infer character traits, feelings, and motivations from what characters say, think, or do and what others say or think about them ◆ Infer character development from evidence in behavior as well as reasons for change ◆ Infer complex relationships between and among characters by noticing evidence in their responses to each other ◆ Infer some abstract themes and ideas ■ Relate character development to the events of the plot 	<p>GR</p>

Grade Three

Craft and Structure

Tennessee Standard	Behaviors and Understandings	
<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., <i>feeling blue</i> versus <i>the color blue</i>).</p>	<p>(pp. 50-52)</p> <ul style="list-style-type: none"> ● Derive the meaning of words from the context of a sentence, paragraph, or the whole story ● Understand denotative, connotative, and figurative meaning of words ● Understand how one episode builds on another and use information from the beginning of a story to interpret later episodes ◆ Express opinions about the characters in a story (evil, dishonest, clever, sly, greedy, brave, loyal), and support with evidence ■ Use some academic language to talk about book and print features: e.g., <i>front cover, back cover, title, author, illustrator, page, text, illustration, photograph, label, table of contents; acknowledgments, chapter, section, heading, drawing, caption, map, chapter title, dedication, author's note, illustrator's note, endpapers, book jacket</i> 	IRA LD
<p>5. Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.</p>	<p>(pp. 132-135)</p> <ul style="list-style-type: none"> ◆ Acquire new ideas, information, perspectives, and attitudes from reading parts in scripts and poems ● Add new words from texts to vocabulary constantly ● Use contextual information to solve the meaning of new words ◆ Make predictions based on understanding of text structure in fiction and nonfiction texts ◆ Gain insight into perspectives of characters in fiction and real historical characters ■ Recognize some characteristics of fiction and nonfiction genres in plays and readers' theater scripts ■ Use some academic language to talk about plays and performance: e.g., <i>line, speech, scene, act, actor, actress, role, part, hero, villain, playwright</i> 	SR
<p>6. Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.</p>	<p>(pp. 186-188)</p> <ul style="list-style-type: none"> ● Use new vocabulary from texts when writing to appropriately reflect meaning ● Explore definitions of new words from texts by writing about them ■ Recognize and write about a few complex text structures in fiction: story-within-a-story, flashback ■ Recognize and write about aspects of narrative structure: beginning, series of events, problem, resolution, ending ◆ Express feelings such as empathy for or dislike of a character ■ Draw or write to show how a text is organized: time order or established sequences such as numbers, time of day, days of the week, or seasons ■ Notice and write about how the writer uses literary language including some use of metaphor and simile as well as description 	WAR
	<p>(pp. 514-519)</p> <ul style="list-style-type: none"> ● Derive the meaning of a new word from the context of the sentence, the paragraph, or the whole text ● Understand many words that have multiple meanings and identify the specific meaning that applies in a sentence or paragraph ◆ Make connections between the events of chapters that are connected to a single plot ◆ When reading chapter books, make connections between previous events of the plot and what is happening at another point in the text ◆ Take on perspectives from diverse cultures and bring cultural knowledge to understanding a text ■ Notice when the writer uses the second person to talk directly to the reader ■ Share opinions of characters and talk about how they could have made different decisions or behaved differently 	GR

Grade Three

Integration of Knowledge and Ideas

Tennessee Standard	Behaviors and Understandings	
7. Explain how illustrations in a text contribute to what is conveyed by the words. 8. (Not applicable to literature)	(pp. 50-52) <ul style="list-style-type: none"> ■ Form and state the basis for opinions about authors and illustrators ■ Recognize some authors by the style of their illustrations, their topics, characters they use, or typical plots ◆ Use details from illustrations and text to support points made in discussion ■ Notice how illustrations and graphics can reflect the theme in a text ■ Notice and infer how illustrations contribute to the mood in a text 	IRA LD
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	(pp. 132-135) <ul style="list-style-type: none"> ◆ Make connections between texts and readers' theater scripts that are made from them and understand the differences ◆ Make connections among texts by noting similarities: e.g., genre, form, text structure, characters, literary language, use of dialogue ◆ Make predictions based on understanding of characters and character motivation ◆ Make connections between the body of the text and illustrations ■ Talk about illustrations and book and print features and evaluate whether they help readers understand information and add interest 	SR
	(pp. 186-188) <ul style="list-style-type: none"> ◆ Relate important information/ideas within a text or to other texts ◆ Write about connections among texts by topic, theme, major ideas, authors' styles, and genres ■ Notice and write about decorative or informative illustrations and/or print outside the body of the text (peritext) ■ Formulate opinions about authors and illustrators and state in writing the basis for those opinions ■ Notice language (serious, humorous, respectful, affectionate) that evokes strong feelings such as fear, suspense, sadness, and humor, in the reader or listener (mood) ■ Appreciate and write critiques of fiction texts by noticing characteristics of style (interesting language, humor, suspense, depiction of characters) ■ Write about the details found in illustrations ■ Write about how illustrations and graphics help communicate the writer's message 	WAR
	(pp. 514-519) <ul style="list-style-type: none"> ◆ Infer information from the pictures that add meaning to the text ◆ Make connections among books in a series ◆ Use previous reading of a book in a series to predict types of characters and plots in a sequel or another book in the series ◆ Make connections between texts and readers' theater scripts that are made from them and understand the differences ■ Notice recurring themes or motifs in traditional literature and fantasy: e.g., struggle between good and evil ■ Talk about what a writer does to make a topic interesting or important 	GR

Grade Three

Range of Reading and Level of Text Complexity

Tennessee Standard	Behaviors and Understandings	
10. Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	(pp. 48-49) <ul style="list-style-type: none"> ■ Experience a range of fiction and nonfiction genres and forms ■ Listen to and discuss stories with complex plot and multiple problems ■ Experience a few texts with variations in structure (story-within-a-story, flashback) that are easily followed ■ Hear and talk about texts with content that is appropriate for students' cognitive development, social and emotional maturity, and life experience ■ Hear and talk about texts with character development as a result of plot events ■ Experience texts with language and events that convey an emotional atmosphere (mood) in a text, affecting how the reader feels: e.g., tension, sadness, whimsicality, joy ■ Hear and talk about texts with extended dialogue that increases sentence complexity ■ Hear and talk about texts with illustrations that convey mood 	IRA LD
	(pp. 130-131) <ul style="list-style-type: none"> ■ Engage with a variety of fiction and informational texts ■ Participate in shared reading of excerpts that highlight particular literary features: e.g., description, turning point in a narrative, figurative language, dialogue, persuasive language ■ Read shared texts with content that is appropriate for students' cognitive development, emotional maturity, and life experience ■ Process shared texts with character dimensions and relationships revealed through dialogue and behavior ■ Participate in shared reading of poetic texts that include some nonstandard sentences ■ Read shared texts with words to assign dialogue that guide readers in interpretation of the text: e.g., <i>chattered</i>, <i>begged</i>, <i>sharply</i> ■ Engage in shared reading of texts with many multi-syllable words 	SR
	(pp. 512-514) <ul style="list-style-type: none"> ■ Identify characteristics of a number of genres and forms, including fiction chapter books, chapter books with sequels, picture books, and series books ■ Read narratives with straightforward structure, but multiple episodes building toward problem resolution ■ Understand problems that present internal conflict and characters that develop and change over time ■ Understand abstract and mature themes, and take on diverse perspectives and issues related to race, language, and culture ■ Process sentences that are complex and contain prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives ■ Solve words smoothly and automatically in both silent and oral reading ■ Read and understand descriptive words and common connectives ■ Demonstrate all aspects of smooth, fluent processing with little overt problem solving in oral reading 	GR

Grade Three

Key Ideas and Details

Tennessee Standard	Behaviors and Understandings	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	(pp. 53-55) <ul style="list-style-type: none"> Refer to important information and details and use as evidence to support opinions and statements during discussion Form and express opinions about a text and support with rationale and evidence Identify the organization of a text: e.g., chronological sequence, temporal and established sequences, categories Infer the larger ideas and messages in a nonfiction text Notice the topic of a nonfiction text, and that subtopics are related to the main topic 	IRA LD
	(pp. 132-135) <ul style="list-style-type: none"> Follow and understand content to derive facts from a nonfiction text Express opinions about texts and justify with evidence Infer important ideas from reading a narrative nonfiction text Infer the writer's message or theme in a text Notice underlying structural patterns in a nonfiction text: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution 	SR
	(pp. 189-190) <ul style="list-style-type: none"> Refer to notes about a text as evidence to support opinions and statements in discussion and writing Select and include appropriate and important details when writing a summary of a text Revisit texts for ideas or to check details when writing or drawing Use some academic language to talk about literary features: e.g., <i>beginning, ending, problem, question and answer, topic, events, message, dialogue, description, time order, problem and solution, setting, main idea, comparison and contrast</i> Write an outline by providing summaries of information learned using headings and subheadings that reflect a text's overall structure and simple categories List the significant events or ideas in an informational or biographical text Infer or write about the larger messages or main ideas Draw and write to show how a text is organized: time order or established sequences such as numbers, time of day, days of the week, or seasons 	WAR
	(pp. 514-519) <ul style="list-style-type: none"> Talk about the text after reading, including important information in organized summary form Summarize important parts of the text (i.e., chapters or sections) Summarize narrative nonfiction, biography, or a temporal sequence in time order Make predictions using the logical organization or structure of the text Understand the problems of challenging situations: e.g., war, the environment, society's problems such as poverty, war Notice that a writer organizes text into categories and subcategories Notice and think analytically about a writer's use of argument or persuasion 	GR

Grade Three

Craft and Structure

Tennessee Standard	Behaviors and Understandings	
<p>4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>5. Use text features to locate information relevant to a given topic efficiently.</p> <p>6. Distinguish reader point of view from that of an author of a text.</p>	<p>(pp. 53-55)</p> <ul style="list-style-type: none"> ■ Understand that a writer has a purpose in writing a fiction or nonfiction text ■ Form and state the basis for opinions about authors and illustrators ● Notice and acquire understanding of new vocabulary from read-aloud content ● Notice and understand the meaning of a few easy, domain-specific words (Tier 3) ◆ Infer the writer's attitude toward a topic ◆ Recognize and use information in a variety of graphics: e.g., photo and/or drawing with label or caption, diagram, cutaway, map with legend ■ Notice and use and understand the purpose of some other text resources: e.g., glossary, index 	IRA LD
	<p>(pp. 132-135)</p> <ul style="list-style-type: none"> ● Add new words from texts to vocabulary constantly ● Notice and understand words that are of high interest and novelty ● Understand the meaning of content words supported by the pictures in a nonfiction text ◆ Infer the writer's purpose ■ Notice aspects of the writer's craft by looking at an enlarged page with the group ● Shift attention from one part of a page layout to another to gather information: e.g., body text; drawing, photograph, map, diagram; label, caption, legend; table of contents, heading, sidebar ◆ Infer information from nonfiction illustrations and book and print features 	SR
	<p>(pp. 189-190)</p> <ul style="list-style-type: none"> ● Use new vocabulary from texts when writing to appropriately reflect meaning ● Explore definitions of new words from texts by writing about them ● Understand some words that appear in the language of mature users and in written texts (Tier 2) ■ Write to explore the writer's purpose and stance toward a topic ■ Form and express opinions about a text and/or an author or illustrator in writing and support those opinions with rationales and evidence ● Reference organizational tools and text resources in writing about reading: table of contents, chapter title, heading, sidebar; dedication, acknowledgments, author's note, glossary 	WAR
	<p>(pp. 514-519)</p> <ul style="list-style-type: none"> ● Understand some words particular to academic disciplines (Tier 3) ● Understand and acquire content-specific words that require the use of strategic actions (i.e., using definitions within the body of the text, the glossary, or other reference tools) ◆ Infer the meaning of a range of graphics that require reader interpretation and are essential to comprehending the text ◆ Express new ways of thinking based on engagement with the text ■ Infer the writer's purpose in choosing a topic or telling a story ■ Assess whether a text is authentic and consistent with life experience ■ Talk critically about what a writer does to make a topic interesting or important 	GR

Grade Three

Integration of Knowledge and Ideas

Tennessee Standard	Behaviors and Understandings	
7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.	(pp. 53-55) <ul style="list-style-type: none"> ● Notice and remember the important events or steps in temporal or chronological sequence and tell them in order ◆ Relate important information and concepts in one text and connect to information and concepts in other texts ■ Identify the organization of a text: e.g., chronological sequence, temporal and established sequences, categories ◆ Think across nonfiction texts to construct knowledge of a topic ■ Understand that graphics and text are carefully placed in a nonfiction text so that ideas are communicated clearly ◆ Gain new understandings from searching for and using information found in text body, sidebars, and graphics 	IRA LD
8. Explain how reasons support specific points an author makes in a text.	(pp. 132-135) <ul style="list-style-type: none"> ◆ Make connections among texts by noting similarities: e.g., genre, form, text structure, characters, literary language, use of dialogue ◆ Notice and talk about how shared texts are alike and different ■ Notice underlying structural patterns in a nonfiction text: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution ● Search for information in illustrations and in book and print features in a nonfiction text: e.g., drawing, photograph, map, diagram; table of contents, heading, sidebar ● Shift attention from one part of a page layout to another to gather information: e.g., body text; drawing, photograph, map, diagram; label, caption, legend 	SR
9. Compare and contrast the most important points and key details presented in two texts on the same topic.		
	(pp. 189-190) <ul style="list-style-type: none"> ◆ Relate important information/ideas within a text to other texts ◆ Write about the important information and concepts in one text and connect it to information and concepts in other texts ● Understand and note important information provided in graphics such as photographs, paintings, drawings, captions, labels, insets, charts, diagrams, tables, graphs, maps, timelines, sidebars ■ Write about how the information and graphics go together ■ Write about how graphics and text are carefully placed in a nonfiction text to effectively communicate ideas 	WAR
	(pp. 514-519) <ul style="list-style-type: none"> ◆ Make connections among texts on the same topic or with similar content ◆ Infer the larger messages in a text (i.e., what we can learn from it beyond the facts) ■ Understand that the information and ideas in a text are related to each other and notice how the author presents this ■ Recognize a writer's use of underlying text structures: e.g., description, cause and effect, chronological sequence, temporal sequence, comparison and contrast, problem and solution, question and answer ■ Notice how the writer uses graphics to convey information that compliments the body of the text ■ Understand that illustrations or photographs add to the ideas and information in a text 	GR

Grade Three

Range of Reading and Level of Text Complexity

Tennessee Standard	Behaviors and Understandings	
10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.	(pp. 48-49) <ul style="list-style-type: none"> ■ Experience a range of fiction and nonfiction genres and forms ■ Listen to and discuss informational texts with clearly defined structure and categories and subcategories, some defined by headings and sections ■ Hear and talk about texts with content that is appropriate for students' cognitive development, social and emotional maturity, and life experience ■ Experience texts with content that promotes inquiry and investigation ■ Hear and discuss texts with content that reflects increasing understanding of the physical and social world: e.g., health, social studies, science, mathematics, arts ■ Experience texts with persuasive language ■ Listen to texts with sentence structure adapted to fit purpose: e.g., heading, subheading, label, caption, legend ■ Hear and discuss texts with occasional use of words that are particular to a discipline (Tier 3) 	IRA LD
	(pp. 130-131) <ul style="list-style-type: none"> ■ Process a variety of fiction and informational shared texts ■ Read shared texts with underlying structural patterns: description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution ■ Read shared texts with content that is appropriate for students' cognitive development, emotional maturity, and life experience ■ Process some shared texts with long sentences divided into bulleted or numbered lists ■ Read shared texts with sentence structure adapted to fit purpose and form of book and print features: e.g., heading, subheading, label, caption, legend ■ Process shared texts with a few content words (labels) related to concepts that students can understand ■ Interact with shared texts with a wide range of punctuation: e.g., period, question mark, exclamation mark, comma, quotation marks, ellipses, dash, parentheses, colon (in some scripts) 	SR
	(pp. 512-514) <ul style="list-style-type: none"> ■ Identify characteristics of a number of genres and forms, including biographies, persuasive texts, and hybrid texts that blend more than one genre in a coherent whole ■ Read and understand nonfiction texts that provide information in categories on several related topics, many of which are well beyond readers' typical experience ■ Identify and use underlying structures (description, cause and effect, chronological sequence, temporal sequence, categorization, comparison and contrast, problem and solution, question and answer) ■ Process complex sentences with prepositional phrases, introductory clauses, and lists of nouns, verbs, or adjectives ■ Solve new vocabulary words, some defined in the text and others to be derived from context or reference tools ■ Read and understand some complex content-specific words, common connectives and some technical words ■ Demonstrate all aspects of smooth, fluent processing with little overt problem solving in oral reading 	GR

Grade Three

Comprehension and Collaboration

Tennessee Standard	Behaviors and Understandings	
<ol style="list-style-type: none"> 1. Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. 2. Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 	<p>(pp. 50-55)</p> <ul style="list-style-type: none"> ● Ask questions to deepen understanding of a text ● Notice and ask questions when meaning is lost or understanding is interrupted ● Refer to important information and details and use as evidence to support opinions and statements during discussion ◆ Relate important ideas in the text to each other and to ideas in other texts ■ Form and express opinions about a text and support with rationale and evidence ● Notice and remember the important information in a text ◆ Relate important information and concepts in one text and connect to information and concepts in other texts ■ Identify and discuss interesting, surprising, and important information in a text 	IRALD
	<p>(pp. 335-336)</p> <ul style="list-style-type: none"> ■ Listen to and speak to a partner about a given idea, and make a connection to the partner's idea ■ Listen with attention during instruction, and respond with statements and questions ■ Recall and state ideas from oral reading and presentations ■ Provide more than one reason for agreement with an idea or opinion ■ Refrain from speaking over others ■ Use turn-taking with courtesy in small-group discussion ■ Use appropriate conventions in small-group discussion (e.g., "I agree with ____ because..."; "I'd like to change the subject...") ■ Follow a topic and add to discussion with comments on the same topic ■ Listen, respond, and build on the statements of others ■ Ask questions for clarification or to gain information ■ Actively participate in the give and take of conversation ■ Engage actively in conversational routines: e.g., turn and talk ■ Ask follow-up questions during partner, small group, and whole-class discussion ■ Relate or compare one's own knowledge and experience with information from others ■ Listen and respond to a partner by agreeing, disagreeing or adding on, and explaining reasons ■ Restate points that have been made and extend or elaborate upon them ■ Answer questions asked by the audience ■ Have a plan or notes to support the presentation 	OVC

Grade Three

Presentation of Knowledge and Ideas

Tennessee Standard	Behaviors and Understandings	
<ol style="list-style-type: none"> 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 5. Add audio of visual elements when appropriate to emphasize or enhance certain facts or details. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<p>(pp. 335-336)</p> <ul style="list-style-type: none"> ■ Recognize and discuss people, events, places, and things in a text ■ Recall stories including events, characters, problems ■ Express opinions and support with evidence ■ Offer solutions and explanations for story problems ■ Use language to talk about the messages in texts ■ Tell stories and present information in an interesting way ■ Vary speaking voice for emphasis ■ Speak at an appropriate volume to be heard when addressing large and small groups ■ Speak at an appropriate rate to be understood ■ Enunciate words clearly enough to be understood by a small group or the class (with regional and other accents being acceptable) ■ Enunciate words clearly in their own languages as well as English ■ Use intonation and word stress to emphasize important ideas ■ Vary language according to purpose ■ Use mostly conventional grammar (depending on individual opportunities over time) ■ Maintain a clear focus on the important or main ideas ■ Demonstrate understanding of a topic by providing relevant facts and details ■ Use graphics (e.g., charts, illustrations, or other digital media) as appropriate to communicate meaning or to enhance a presentation 	

Grade Three

Text Types and Purposes

Tennessee Standard	Behaviors and Understandings
<ol style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> Introduce a topic or text. Develop an opinion with reasons that support the opinion. Create an organizational structure that lists supporting reasons. Provide a concluding statement or section. Use linking words and phrases to connect opinions and reasons. Apply language standards addressed in the Foundational Literacy Standards.* Write informative/explanatory texts to examine a topic and convey ideas and information. <ol style="list-style-type: none"> Introduce a topic. Group related information together, including illustrations when needed to provide clarity to the reader. Develop the topic with facts, definitions, and details. Provide a conclusion. Use linking words and phrases to connect ideas within categories of information. Use precise language to inform about or explain the topic. Apply language standards addressed in the Foundational Literacy standards.* Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. <ol style="list-style-type: none"> Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. Apply language standards addressed in the Foundational Literacy standards.* 	<p>(pp. 186-190)</p> <ul style="list-style-type: none"> Use common (simple) connectives that are frequently used in oral language (words, phrases that clarify relationships and ideas): e.g., <i>and, but, so, because, before, after</i> Use some sophisticated connectives (words that link ideas and clarify meaning) that are used in written texts, but do not appear often in everyday oral language: e.g., <i>although, however, meantime, meanwhile, moreover, otherwise, therefore, though, unless, until, whenever, yet</i> Provide evidence from the text or from personal experience to support written statements about a text Express opinions about facts or information learned Form and express opinions about a text and/or an author or illustrator in writing and support those opinions with rationales and evidence <p>WAR</p>
	<p>(pp. 266-273)</p> <ul style="list-style-type: none"> Develop an interesting story with believable characters and a realistic plot Show the problem of the story and how one or more characters respond to it Show rather than tell how characters feel Write an engaging beginning and a satisfying ending to a story Use words that show the passage of time Describe people by what they do, say, and think and what others say about them Use illustrations and book and print features (e.g., labeled pictures, diagrams, table of contents, headings, sidebars, page numbers) to guide the reader Provide information that teachers or informs readers about a topic Introduce information in categories and provide interesting supporting details in each category that develops a topic Introduce, develop, and conclude the topic or story Develop a logical plot by creating a story problem and addressing it over multiple events until it is resolved Communicate clearly the main points intended for the reader to understand Use a variety of transitions and connections: e.g., words, phrases, sentences, and paragraphs <p>W</p>

*See p. 66 for behaviors and understandings

Grade Three

Production and Distribution of Writing

Tennessee Standard	Behaviors and Understandings	
4. With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	(pp. 186-190) <ul style="list-style-type: none"> Reference page numbers from a text in writing about important information Reread writing to check meaning, accuracy, and clarity of expression 	WAR
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	(pp. 266-273) <ul style="list-style-type: none"> Write fiction and nonfiction narratives that are ordered chronologically Write stories and informational books that have a beginning, a series of things happening, and an ending or introductory and summary sentences Write an informational text using expository structure that is ordered by logic: e.g., sequences, ideas related to each other, categories of related information Begin to use underlying structural patterns to present different kinds of information in nonfiction: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution Organize information according to purpose and genre Change writing in response to peer or teacher feedback Reread and revise the draft or rewrite sections to clarify meaning Reorganize and revise the writing to better express meaning or make the text more logical Delete words, phrases, or sentences from a text (crossing out or using word-processing) to make the meaning clearer Reorder the information in a text to make the meaning clearer by cutting apart, cutting and pasting, laying out pages, using word-processing Understand that the more accurate the spelling and the clearer the space between words, the easier it is for the reader to read it Use spell check, accepting or rejecting changes as needed 	W
6. With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting.		
	(p. 352) <ul style="list-style-type: none"> Increase keyboard fluency and automaticity through writing and online exploration Use software, apps, and online tools to express ideas, write an opinion piece, or a poem using text and other digital media such as drawings, images, audio, and video Share work for teacher and peer feedback using editing tools such as comments, highlighting, audio notes, and make revisions based on their suggestions Use artifacts to publish in a variety of formats including a simple document, multimedia product, or e-books Communicate to and with an authentic audience through blogs, videoconferencing, and other online tools with support. Communication can include conversations with experts and/or students from other schools in your district, state, country, and around the world 	TC

Grade Three

Research to Build and Present Knowledge

Tennessee Standard	Behaviors and Understandings	
7. Conduct short research projects that build general knowledge about a topic.	(pp. 186-190)	WAR
8. Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.	<ul style="list-style-type: none"> ● Compose notes, lists, letters, or statements to remember important information about a text ● Remember information or details from a text to independently produce lists, simple sequences of action, and directions ● Revisit texts for ideas or to check details when writing or drawing ◆ Provide evidence from the text or from personal experience to support written statements about the text ◆ Write predictions of what will happen next in a story and support with evidence from the text ■ Form and express opinions about a text in writing and support those opinions with rationales and evidence 	
9. Include evidence from literary or informational texts, applying grade three standards for reading.	(pp. 266-273)	W
	<ul style="list-style-type: none"> ■ Use a list to plan an activity or support memory ■ Plan and organize information for the intended readers ■ Use sketching webs, lists, and freewriting to think about, plan for, and try out writing ■ Observe carefully events, people, settings, and other aspects of the world to gather information on a topic ■ Get ideas from other books and writers about how to approach a topic ■ Use resources (print and online) to get information on a topic ■ Make scientific observations, use notes and sketches to document them, and talk with others about connections and patterns ■ Participate actively in experiences and recall information that contributes to writing and drawing (using notebooks and artifacts) ■ Take notes or make sketches to help in remembering or generating information ■ Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it 	
	(p. 352)	TC
	<ul style="list-style-type: none"> ■ Use approved digital resources such as websites, databases, e-books, and apps to locate, evaluate, and analyze content ■ Gather information from approved websites, e-books, apps, and software using a variety of methods including downloading a file or copying/pasting text and images, and citing sources 	

Range of Writing

Tennessee Standard	Behaviors and Understandings	
10. Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	(pp. 266-273)	W
	<ul style="list-style-type: none"> ■ Write routinely over extended timeframes and shorter timeframes from a range of discipline-specific tasks, purposes, and audiences 	