



## Kindergarten

## English Language Arts

Reading Literature		
TN Academic Standard	1 <sup>st</sup> Grade Standard	2 <sup>nd</sup> Grade Standard
<b>RL.K.1</b> <b>With prompting and support, ask and answer questions about details in a text.</b>	RL.1.1 Ask and answer questions about key details in a text.	RL.2.1 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.
<b>Standard Unpacked</b>  <b>The student can...</b> <ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Answer questions (who, what, where, when, why)</li> <li>• Understand which details are more important to the story</li> <li>• Demonstrate how the key details support or move the story forward</li> </ul>		
<b>Question Stems</b> <ol style="list-style-type: none"> <li>1. Who is this story about?</li> <li>2. Where did it take place?</li> <li>3. Which of these details is really important to the story?</li> <li>4. How does knowing where the story takes place, help us understand the story?</li> <li>5. Can you outline the key details in the text?</li> <li>6. Where in the passage did you find that key detail?</li> <li>7. How do you know that is a key detail?</li> <li>8. What might you want to know about...?</li> <li>9. Don't forget to ask yourself/partner               <ul style="list-style-type: none"> <li>* What does this character want?</li> <li>* Who are the main characters?</li> <li>* What is the author trying to tell me?</li> <li>* What is the main message of the story?</li> </ul> </li> </ol>		
TN Academic Standard	1 <sup>st</sup> Grade Standard	2 <sup>nd</sup> Grade Standard
<b>RL.K.2</b> With prompting and support, retell familiar	RL.1.2 Retell stories, including key details, and	RL.2.2 Recount stories, including fables and



## Kindergarten

## English Language Arts

stories, including key details.	demonstrating understanding of their central message or lesson.	folktales from diverse cultures, and determine their central message, lesson or moral.
<p><b>Standard Unpacked</b></p> <p><b>The student can...</b></p> <ul style="list-style-type: none"> <li>• Identifying the main events of the story</li> <li>• Retelling the story</li> <li>• Sequencing/Ordering the events of the story</li> <li>• Verbalizing the basic elements of the story             <ul style="list-style-type: none"> <li>o character</li> <li>o setting</li> <li>o problem</li> <li>o resolution</li> <li>o ending</li> </ul> </li> <li>• Identifying key details</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Can you tell me what happened in the story?</li> <li>2. Using these pictures/cards can you tell what happened in the story?</li> <li>3. What happened first?</li> <li>4. What was the story about?</li> <li>5. What did the character do to solve the problem?</li> <li>6. What happened at the end of the story?</li> <li>7. Can you draw a picture of what happened in the story and then tell me about it?</li> </ol>		
<p><b>TN Academic Standard</b></p>	<p><b>1<sup>st</sup> Grade Standard</b></p>	<p><b>2<sup>nd</sup> Grade Standard</b></p>
<p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p>	<p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p>	<p><b>RL.2.3</b> Describe how characters in a story respond to major events and challenges and how these events influence the characters.</p>
<p><b>Standard Unpacked</b></p>		



<p><b>The student can...</b></p> <ul style="list-style-type: none"> <li>• Identify characters</li> <li>• Identify settings</li> <li>• Identify major events</li> <li>• Identify problem and solution</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Who are the characters in this story?</li> <li>2. Who is the story about?</li> <li>3. What happened in the story?</li> <li>4. When did the story happen?</li> <li>5. Where did the story take place?</li> <li>6. What was the problem in the story?</li> <li>7. How was the problem solved?</li> <li>8. Are the characters alike?</li> <li>9. How are they different?</li> <li>10. Can you look at the picture and tell me about...?</li> </ol>		
<p><b>TN Academic Standard      1<sup>st</sup> Grade Standard      2<sup>nd</sup> Grade Standard</b></p>		
<p><b>RL.K.4</b></p>	<p><b>RL.1.4</b></p>	<p><b>RL.2.4</b></p>
<p>Ask and answer questions about unknown words in a text.</p>	<p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>
<p><b>Standard Unpacked</b></p>		
<p><b>The student can...</b></p> <ul style="list-style-type: none"> <li>• Identify a word</li> <li>• Ask a question</li> <li>• Use cues such as visuals, phonics, and semantics to figure out unknown words</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Point to an unknown word on the page</li> <li>2. What was hard about that word?</li> <li>3. Is there a chunk in that word that you know?</li> </ol>		



4. Do you know a word like that?
5. Can you get your mouth ready?
6. Is there something in the picture that can help you?

TN Academic Standard	1 <sup>st</sup> Grade Standard	2 <sup>nd</sup> Grade Standard
<p><b>RL.K.5</b> Recognize common types of texts (e.g. storybooks, poems, fantasy, and realistic text).</p>	<p><b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p><b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Recognize that there are different purposes for writing</li> <li>• Understand that writing is formatted in different ways</li> <li>• Know the elements of a story</li> <li>• Know the elements of poems</li> <li>• Recognize common genres               <ul style="list-style-type: none"> <li>o fable</li> <li>o narrative</li> <li>o fairytale</li> <li>o poem</li> <li>o rhyme</li> <li>o counting books</li> <li>o alphabet books</li> </ul> </li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What is this book about?</li> <li>2. Will this book tell us a story or help us learn something new?</li> <li>3. What helps us know that this book is a _____</li> <li>4. Is this story real or not real?</li> <li>5. Is this a _____ or a _____</li> </ol>		
TN Academic Standard	1 <sup>st</sup> Grade Standard	2 <sup>nd</sup> Grade Standard



English Language Arts

Kindergarten

<p><b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>RL.1.6 Identify who is telling the story at various points in a text.</p>	<p>RL.2.6 Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Identify the name of the author</li> <li>• Identify the name of the illustrator</li> <li>• Tell what the author does</li> <li>• Tell what the illustrator does</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. <b>Who wrote this story?</b></li> <li>2. <b>Who drew the pictures?</b></li> <li>3. <b>Can you point to the name of the author?</b></li> <li>4. <b>Where can I find the name of the person who wrote this story?</b></li> <li>5. <b>What does the author do?</b></li> <li>6. <b>What does the illustrator do?</b></li> </ol>		
<p><b>TN Academic Standard</b></p>	<p><b>1<sup>st</sup> Grade Standard</b></p>	<p><b>2nd Grade Standard</b></p>
<p><b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>RL.1.7 Use illustrations and details in a story to describe its characters, settings, or events.</p>	<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Recognize what an illustration is (e.g., picture, photo, drawing, sketch)</li> <li>• Understand and follow the story's events and plots</li> <li>• Know that the illustrations help you understand more about the story, its characters, and the plot</li> </ul>		



- Connect the point of the story with the illustrations

**Question Stems**

1. After looking at the picture, what do you think will happen next?
2. Why do you think the illustrator drew this picture?
3. What can you learn about \_\_character’s name\_\_ by looking at the pictures?
4. Is there anything in the picture that helps you understand the story better?
5. Point to the picture. Say: Tell me what is happening in the story?
6. Picture walk through the book, before and after reading the story to help students understand what they will be reading or hearing.

TN Academic Standard	1st Grade Standard	2nd Grade Standard
<p><b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p>	<p><b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>

**Standards Unpacked**

**The student can:**

- Know that compare means looking for things that are alike or the same
- Know that contrast means looking for differences
- Know that adventures are a series of events that make up a story
- Understand that an experience can be part of an adventure or plot
- Understand the who of the story
- Understand the what of the story
- Identify similarities in the experiences of characters
- Identify differences in the adventures of characters

**Question Stems**

1. What adventure did \_\_character’s name\_\_ have in this story?
2. How is this like another story we read?
3. Did the same things happen to character’s name?
4. How were the stories different?
5. Can you think of another story that is like this one?



TN Academic Standard	1st Grade Standard	2nd Grade Standard
<p><b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.</p>
<p><b>Standard Unpacked:</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Working with others in a group</li> <li>• Listening intently</li> <li>• Asking questions</li> <li>• Making an assertion</li> <li>• Taking turns</li> </ul>		
<p><b>Question Stems:</b></p> <ol style="list-style-type: none"> <li>1. Today our group is going to read about ...</li> <li>2. Working together we will...</li> <li>3. With your partner, read about ...</li> <li>4. Listen to what I read and be prepared to turn to a partner and retell the story in your own words</li> </ol>		

<b>Informational Text</b>		
TN Academic Standard	1st Grade Standard	2nd Grade Standard
<p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p>	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to</p>

		demonstrate understanding of key details in a text.
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• With prompting, know how to ask a question</li> <li>• With prompting, answer questions</li> <li>• Answer who, what, when, where, how many, and how questions.</li> <li>• With support determine which details are important in the text and why</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What do you think was the most important thing you learned?</li> <li>2. Can you ask your partner to tell you what happened when ...</li> <li>3. After modeling: Can you ask your partner how ...?</li> <li>4. What details are the most important to the story?</li> </ol>		
<b>TN Academic Standard</b>	<b>1st Grade Standard</b>	<b>2nd Grade Standard</b>
<p><b>RI.K.2</b></p> <p>With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>RI.1.2</b></p> <p>Identify the main topic, and retell key details in a text.</p>	<p><b>RI.2.2</b></p> <p>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Know what a topic is</li> <li>• Determine the importance of particular topics in text</li> <li>• Identify the main topic</li> <li>• Know how to retell information using key details</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What was this book/page about</li> <li>2. Can you tell me what you learned?</li> <li>3. Can you tell me what came first?</li> </ol>		



**Kindergarten**

4. Which sentence tells what this was mostly about?
5. What is the main topic of the text?
6. Can you tell me some key details of the story?

TN Academic Standard	1st Grade Standard	2nd Grade Standard
<p><b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>

**Standard Unpacked**

**The student can:**

- With support, connect individuals and events
- With prompting, describe main ideas in a text
- Distinguishing what is an important piece of information
- Know what an event is
- Link people and their ideas
- Tell who is doing what in a piece of text

**Question Stems**

1. How are \_\_\_\_\_ and \_\_\_\_\_ connected to each other?
2. What was his/her idea?
3. What caused this to happen?
4. Support your answer with events from the text
5. What did they do to make this happen
6. Can you tell what happened after ...?
7. What information is most important?

TN Academic Standard	1st Grade Standard	2nd Grade Standard
<p><b>RI.K.4</b> With prompting and support, ask and</p>	<p><b>RI.1.4</b> Ask and answer questions to help determine</p>	<p><b>RI.2.4</b> Determine the meanings of words and</p>



## Kindergarten

## English Language Arts

answer questions about unknown words in a text.	or clarify the meaning of words and phrases in a text.	phrases in a text relevant to a grade 2 topic or subject area.
<b>Standard Unpacked</b>  <b>The student can:</b> <ul style="list-style-type: none"> <li>• Be able to ask questions that can help solve an unknown word</li> <li>• Recognize that a word is not known</li> <li>• Be aware that there are strategies for solving unknown words</li> <li>• Know that you can use clues to help solve unknown words like picture clues, beginning letters, etc.</li> </ul>		
<b>Question Stems</b> <ol style="list-style-type: none"> <li>1. Do you know something about that word that will help you?</li> <li>2. Can you get your mouth ready to say the first sound?</li> <li>3. What can you do to get help?</li> <li>4. Is there someone you can ask who might be able to help you?</li> <li>5. Is there something in the picture that can help you figure out what the word is?</li> </ol>		
<b>TN Academic Standard</b>	<b>1st Grade Standard</b>	<b>2nd Grade Standard</b>
<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.	<b>RI.1.5</b> Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<b>Standard Unpacked</b>  <b>The student can:</b> <ul style="list-style-type: none"> <li>• Identify the front cover</li> <li>• Identify the back cover</li> <li>• Identify the title page</li> </ul>		
<b>Question Stems</b> <ol style="list-style-type: none"> <li>1. Show me the...</li> </ol>		

<ol style="list-style-type: none"> <li>2. Identify the ...</li> <li>3. Open your book to the title page.</li> <li>4. How would you hold this book to read it to the class?</li> <li>5. Can you identify the different parts of this book?</li> </ol>		
TN Academic Standard	1st Grade Standard	2nd Grade Standard
<p><b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p><b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Identify the name of the author</li> <li>• Identify the name of the illustrator</li> <li>• Define the role of the author</li> <li>• Define the role of the illustrator</li> <li>• Analyze how the author presents information or ideas</li> <li>• Analyze how the illustrations present information or ideas</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Point to the name of the ...</li> <li>2. Show me the name of ...</li> <li>3. Identify the ...</li> <li>4. What does the author do?</li> <li>5. What does the illustrator do?</li> <li>6. What is the author telling us?</li> <li>7. How do the pictures/illustrations help us learn about...?</li> </ol>		
TN ACADEMIC STANDARD	1st Grade Standard	2nd Grade Standard
<p><b>RI.K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person,</p>	<p><b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p>	<p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machineworks) contribute to and clarify a text.</p>



## Kindergarten

## English Language Arts

place, thing, or idea in the text an illustration depicts).		
-------------------------------------------------------------	--	--

### Standard Unpacked

#### The student can:

- Recognize what an illustration is ( e.g., picture, photo, drawing, sketch)
- Understand and follow the information in the text
- Know that the illustrations help you understand more about the text and the person, place, thing or idea the text is about
- With help, connect the illustrations with the message

### Question Stems

1. What can you learn from the illustrations?
2. What do you think the writer is trying to say? What in the picture helps you think that?
3. Why do you think the illustrator put in that picture?
4. Does the illustration match what the writer is trying to say?
5. Do you think the story and the picture are connected?
6. Describe how the picture helps you understand what the author has written.

TN Academic Standard	1st Grade Standard	2nd Grade Standard
<b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.	RI.1.8 Identify the reasons an author gives to support points in a text.	RI.2.8 Describe how reasons support specific points the author makes in a text.

### Standard Unpacked

#### The student can:

- Know that an author writes to share what they think
- Know that authors use details to help make a point
- Understand that authors try to explain their thinking

**Kindergarten**

- Know that an author may have more than one reason to explain his thinking.

**Question Stems**

1. What does the writer think about this problem?
2. Why do you think the author wrote that?
3. Were there any reasons why you think the author like ...
4. What in the writing made you think that?

TN Academic Standard	1st Grade Standard	2nd Grade Standard
<p><b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand texts</li> <li>• State what the text is about</li> <li>• Identify the similarities in the two texts</li> <li>• Identify the differences between the two texts</li> <li>• Tell how the illustrations, descriptions or procedures are the same or different</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Can you tell me what this text is about?</li> <li>2. Can you tell me how this picture is the same as this one?</li> <li>3. We read two books, what was different about them?</li> <li>4. We are going to compare these two books. How were they the same?</li> <li>5. We are going to fill in this chart; can you tell me how the two texts we read were different?</li> <li>6. What happened first? What happened next? Was this the same order as what we read in the other book?</li> </ol>		
TN Academic Standard	1st Grade Standard	2nd Grade Standard
<p><b>RI.K.10</b> Actively engage in group reading activities</p>	<p>RI.1.10 With prompting and support, read</p>	<p>RI.2.10 By the end of the year, read and</p>



## Kindergarten

## English Language Arts

with purpose and understanding.	informational texts appropriately complex for grade 1.	comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Work in groups</li> <li>• Read with a purpose</li> <li>• Understand what is read individually</li> <li>• Understand what is read by others</li> <li>• Contribute to the group to help understand what is being read</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Remember to work together so that you can...</li> <li>2. Everyone needs to help.</li> <li>3. Talk to your partner about...</li> <li>4. Help your partner...</li> <li>5. Everyone needs to take a turn talking about what is happening on the page, in the book...</li> </ol>		

Foundational Skills		
TN Academic Standard	1st Grade Standard	2nd Grade Standard
<p><b>RF.K.1</b>            Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> </ol>	<p>RF.1.1            Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ol>	

**Kindergarten**

<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Follow print from left to right</li> <li>• Follow print from top to bottom</li> <li>• Track each word across the page</li> <li>• Track print across several pages</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Show me where I start reading?</li> <li>2. Which way do I go next?</li> <li>3. Point to the first word on this page.</li> <li>4. Point to the last word on the page.</li> <li>5. Point to each word as I read the sentence/page.</li> </ol>		
TN Academic Standard	1st Grade Standard	2nd Grade Standard
<p><b>RF.K.1</b>            Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li><b>b.</b> Recognize that spoken words are represented in written language by specific sequences of letters.</li> </ul>	<p>RF.1.1            Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Distinguish words from letters or groups of letters</li> <li>• Recognize the relationship between letters and sounds</li> <li>• Know that the print, not the picture, represents written language</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Why do we read?</li> <li>2. Can you point to the words on the page?</li> </ol>		



## Kindergarten

## English Language Arts

3. How can we write that?
4. Where can we find things to read?

TN Academic Standard	1st Grade Standard	2nd Grade Standard
<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print. <b>c.</b> Understand that words are separated by spaces in print.	RF.1.1 Demonstrate understanding of the organization and basic features of print. <b>a.</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
<b>Standard Unpacked</b>  <b>The student can:</b> <ul style="list-style-type: none"><li>• Recognize space</li><li>• Between/around</li><li>• Recognize words</li></ul>		
<b>Question Stems</b> <ol style="list-style-type: none"><li>1. Can you point to a word?</li><li>2. Can you draw a line between the words in the story?</li><li>3. Can you make a circle around every word in the sentence?</li><li>4. Can you count the words in the sentence?</li><li>5. How many words do you see in the title?</li><li>6. Can you show me the first word in the sentence?</li></ol>		
TN Academic Standard	1st Grade Standard	2nd Grade Standard
<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print. <b>a.</b> Recognize and name all upper- and lowercase letters of the alphabet.	RF.1.1 Demonstrate understanding of the organization and basic features of print. <b>a.</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	



**Kindergarten**

<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>Identify, recognize, and name all uppercase (capital) letters.</li> <li>Identify, recognize, and name all lowercase letters.</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>Can you show me an uppercase ____?</li> <li>Can you name this/these letters ____?</li> <li>(While pointing to an upper- or lowercase letter) Can you find a letter that looks like this?</li> <li>Tell me the name of each letter as I point to it.</li> <li>Point to and read these letters.</li> <li>Match capital letters to the lowercase letters.</li> </ol>		
<b>TN ACADEMIC STANDARD</b>	<b>1<sup>st</sup> Grade Standard</b>	<b>2nd Grade Standard</b>
<p><b>RF.K.2</b>            Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  <b>a.</b> Recognize and produce rhyming words.</p>	<p>RF.1.2            Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  <b>a.</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>Sound recognition</li> <li>Word endings</li> <li>Sameness/difference of sounds</li> <li>Repetition</li> <li>Isolating the sounds at the end of a word</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>What do you notice about these words?</li> </ol>		



2. Do these words sound the same?
3. Does this word rhyme with \_\_\_\_\_?
4. Can you name/say another word that sounds like this one?
5. Do these words end the same or are they different?

TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2nd Grade Standard
<p><b>RF.K.2</b>            Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  <b>b.</b> Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>RF.1.2            Demonstrate understanding of spoken words, syllables, and sounds (phonemes).             b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Counting</li> <li>• Reproducing sounds</li> <li>• Sequence of sounds</li> <li>• Blending sounds</li> <li>• Segmenting sounds</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. How many sounds do you hear?</li> <li>2. Where do you hear that sound?</li> <li>3. What do you hear first?</li> <li>4. Repeat these sounds.</li> <li>5. Listen as I say these sounds slowly. Say them with me. Let's say them fast.</li> <li>6. Listen to this word. Say the sounds slowly.</li> <li>7. Use Elkonian/sound boxes</li> </ol>		
TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2nd Grade Standard
<b>RF.K.2</b>	RF.1.2	



## Kindergarten

## English Language Arts

<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  <b>c.</b> Blend and segment onsets and rimes of single- syllable spoken words.</p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  <b>c.</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• blending sounds to form words</li> <li>• segmenting sounds</li> <li>• hearing onsets</li> <li>• hearing rimes</li> <li>• determining syllables in words</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. How many parts do you hear in these words?</li> <li>2. What word do you get when you put this sound with this chunk?</li> <li>3. What word do you get when you add ___ to ___ ( ex. /m/ to /at/)</li> <li>4. How many syllables does this word have?</li> <li>5. When you take apart this word, do you see another word?</li> </ol>		
<p><b>TN ACADEMIC STANDARD</b></p>	<p><b>1<sup>st</sup> Grade Standard</b></p>	<p><b>2nd Grade Standard</b></p>
<p><b>RF.K.2</b>          Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  <b>d.</b> Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p><b>RF.1.2</b>          Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  <b>d.</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	
<p><b>Standard Unpacked</b></p>		



<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Differentiate sounds</li> <li>• Know that words are made up of sounds that are put together.</li> <li>• Sustain the sounds of letters until the next sound is added.</li> <li>• Put the different sounds together quickly</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Today we will put together sounds to make words.</li> <li>2. Listen to the sounds; how many do you hear?</li> <li>3. Listen to the sounds; blend the sound to say the whole word.</li> <li>4. Blend the word parts together and say the whole word.</li> </ol>		
TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2nd Grade Standard
<p><b>RF.K.2</b>            Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  <b>e.</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>RF.1.2            Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Hear beginning and final sounds in three phoneme words</li> <li>• Hear and pronounce the medial vowel sound in three-phoneme words</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. I will say a word; tell me what sound you hear first.</li> <li>2. In the word ____ what is the beginning sound.</li> <li>3. I will say a word, what sound do you hear at the end?</li> <li>4. Say the word with me. What sound did you make first/last?</li> <li>5. Listen as I say the word. What sound do you hear in the middle?</li> <li>6. What vowel do you hear in the middle of the word ___?</li> <li>7. In the word _____, what vowel sound do you hear?</li> </ol>		
TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2nd Grade Standard



## English Language Arts

## Kindergarten

<p><b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p> <p><b>b.</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels.)</p> <p><b>c.</b> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is are, do, does).</p> <p><b>d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>b.</b> Decode regularly spelled one-syllable words.</p> <p><b>c.</b> Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><b>d.</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>e.</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p><b>f.</b> Read words with inflectional endings.</p> <p><b>g.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p><b>a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><b>b.</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>c.</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>d.</b> Decode words with common prefixes and suffixes.</p> <p><b>e.</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>f.</b> Recognize and read grade-appropriate irregularly spelled words.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"><li>• Produce sound(s) that correspond to a given letter</li><li>• Track across a word and produce the corresponding sounds</li><li>• Know the difference between vowels and consonants</li><li>• Understand that vowels have long sounds</li><li>• Understand that vowels have short sounds</li><li>• Hear and distinguish the differences between long and short vowel sounds</li><li>• Know a word to automaticity and recall it on sight</li><li>• Read high frequency words in text</li><li>• Hear the differences in words that sound alike such as van and ban, pen and pin, and Pam and pan.</li><li>• Recall the sounds of two words and identify the differences in the words</li></ul>		



**Question Stems**

1. When I point to a letter tell me the sound that it makes.
2. When I say a sound, write the letter/letters that make that sound.
3. When I say \_\_hat\_\_ what letter do you hear in the middle?
4. How would you spell the word \_\_\_\_\_?
5. Which vowel do you hear, when I say \_\_\_\_\_
6. As you point to a list of high frequency words, "Can you read these words for me?"
7. I will say two words tell me if they are the same or different

TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2nd Grade Standard
<p><b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p>	<p><b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>	<p><b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>

**Standard Unpacked**

**The student can:**

- Understand and use concepts of print and book handling skills
- Know that text has meaning and an author’s message
- Use predictable patterns to read text
- Know and use a corpus of words to make meaning of text
- Master high frequency words with automaticity.
- Know how punctuation works to help comprehension.

**Question Stems**

1. Can you read this book for me?
2. What can you do when you get to a word you don’t know?



- 3. Is this book going to tell you a story or is it going to help you learn about something?
- 4. What is this book about?
- 5. What do you think the author is trying to tell you?

**Writing Standards**

TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2nd Grade Standard
<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.. . . ).</p>	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also), to connect opinion and reasons, and provide a concluding statement or section.</p>

**Standard Unpacked**

- The student can:**
- Draw a picture
  - Know that a story tells about something that happened
  - Understand that ideas can be conveyed through writing, drawing pictures or telling.
  - Make a choice and give reasons for that choice
  - Understand that letters and the sounds that they make can be written
  - Understand that a title is the name of a book
  - Give the name of the book when writing about that book

**Question Stems**

1. What are you writing about?
2. Which is your favorite (animal, book, food)? Don't forget to put that in your writing.
3. How will you start your writing?
4. Can you tell me what you like and I will write down what you say?
5. Can you tell me about your picture and I will help you write about your picture?
6. Can you use this frame to start your writing? My favorite \_\_\_\_\_ is \_\_\_\_\_. or I like \_\_\_\_\_ because \_\_\_\_\_.

**Kindergarten**

<p>7. Start your writing by using this sentence starter ... The name of my favorite book is _____.</p> <p>8. Can you tell why you like this book, animal, color...?</p>		
TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2 <sup>nd</sup> Grade Standard
<p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>W.2.2 Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Choose a topic to write about</li> <li>• Decide what information they will write about</li> <li>• Organize the ideas</li> <li>• Use drawings about the topic to support the written ideas</li> <li>• Use phonetic spelling to compose written text</li> <li>• Tell what they are writing about</li> <li>• Use details about their topic in their writing</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What are you writing about?</li> <li>2. How will you start your writing?</li> <li>3. Can you tell me what you like and I will write down what you say?</li> <li>4. Can you tell me about your picture and I will help you write about your picture?</li> <li>5. Can you tell some more about...?</li> <li>6. Why don't you tell what it looks like and what it does?</li> </ol>		
TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2 <sup>nd</sup> Grade Standard
<p><b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and</p>	<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal</p>	<p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words</p>





## Kindergarten

## English Language Arts

provide a reaction to what happened.	event order, and provide some sense of closure.	to signal event order, and provide a sense of closure.
--------------------------------------	-------------------------------------------------	--------------------------------------------------------

### Standard Unpacked

#### The student can:

- Draw a picture that tells a story
- Be able to talk about what has been drawn
- Know what an event is
- Know the who, what, when of the event
- Retell the event in the order that it happened
- Retell a series of events in the order in which they happened
- Recall how they felt during the event/series of events

#### Question Stems

1. What will you draw and write about today?
2. We all went to the \_\_\_\_\_. Today you will write a story about what happened and what we did.
3. After reading a book or story, today we are going to write about this book. I want you to draw a picture of your favorite part then you will come and tell me about what you drew.
4. Draw a picture that shows how you feel and then tell about what you drew.

TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2nd Grade Standard
<b style="color: red;">W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<b>W.2.5</b> With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.

### Standard Unpacked

#### The student can:

- Generate a topic to write about
- Know how to take ideas from a graphic organizer or chart to write about
- Organize the writing so that it moves logically
- Write sentences with details
- Know that you can add sizes, colors, and other adjectives to writing to strengthen it



- Recognize unrelated ideas when read with an adult
- Work with peers

**Question Stems**

1. What will you be writing about today?
2. What did you like the most? Can you write about that?
3. Can you tell more about what you are writing?
4. Be sure to write what happened first, next and last.
5. Can you use what we have in the flow chart to write your story?
6. Who will you write about?
7. What will you tell about in your writing?

TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2nd Grade Standard
<p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

**Standard Unpacked**

**The student can:**

- Be familiar with a computer keyboard
- Know how to use with help PowerPoint
- Know how to send a document to the printer
- Know how to navigate a computer toolbar
- Use a mouse
- Work with peers
- Know how to use the save function on the computer

**Question Stems**

1. Can you turn on the computer?
2. Would you like to type or should I?
3. Would your writing be best as on one page or should we use the PowerPoint?
4. How will your group decide how to present your story?
5. Did you remember to save your work?



TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2nd Grade Standard
<p><b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Know that an opinion is not a fact</li> <li>• Know that opinions can be express using terms such as love, like, dislike, hate, etc.</li> <li>• Give different reasons for their preference</li> <li>• Have access to books/stories by the same author</li> <li>• Know that exploring can be comparing and contrasting the story, drawings, concepts the author presents in different books</li> <li>• Know how to copy a title</li> <li>• Know how to copy an author’s name</li> <li>• Use the title and author’s name in the writing</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What is the name of your favorite book?</li> <li>2. Who wrote that book?</li> <li>3. Would you like to read/hear another book by that author?</li> <li>4. This book _____ and this book are by the same author. Which one did you like best and why?</li> <li>5. What are some of your favorite things? Why do you like them?</li> <li>6. Which do you like better? Choose one and give to reasons why you like it.</li> </ol>		
TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2nd Grade Standard
<p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>Standard Unpacked</b></p>		

**Kindergarten**

**The student can:**

- Retell/ recall key details
- Looking at multiple sources to gather information
- Draw conclusions from experiences to help answer a question
- Use multiple sources to come to an answer

**Question Stems**

1. Can you tell me what happened ...
2. After reading a text, or looking at a picture ask who, what, where and when questions
3. Did you gather information from the computer?
4. What were the best sources you used?
5. Did you find information in books and magazines?
6. Where can you go to gather/collect information to help you understand?

**Speaking and Listening Standards**

TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2 <sup>nd</sup> Grade Standard
<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b>b.</b> Continue a conversation through multiple exchanges.</p>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).</p> <p><b>b.</b> Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>c.</b> Ask questions to clear up confusion about the topics and texts under discussion.</p>	<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups.</p> <p><b>a.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>b.</b> Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p><b>c.</b> Ask for clarification and further explanation as needed about the topics and</p>

		texts under discussion.
<b>Standard Unpacked</b>		
<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Know that when talking there are rules that we follow such as, not interrupting when another person is speaking.</li> <li>• Know that when listening to someone, we need to look at them.</li> <li>• Know that when we are listening to someone, we need to respond about the same thing.</li> </ul>		
<b>Question Stems</b>		
<ol style="list-style-type: none"> <li>1. Talk to your partner about...</li> <li>2. Talk to your group about...</li> <li>3. Ask your partner _____</li> <li>4. Tell your partner what you think about _____</li> <li>5. Tell your partner what you have liked so far.</li> <li>6. Tell your group what you have learned about...</li> </ol>		
<b>TN ACADEMIC STANDARD</b>	<b>1<sup>st</sup> Grade Standard</b>	<b>2nd Grade Standard</b>
<p><b>SL.K.2</b>            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.</p>	<p>SL.1.2            Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>SL.2.2            Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<b>Standard Unpacked</b>		
<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand the ideas presented in text</li> <li>• Listen with the intent to remember what is being said</li> <li>• Look at a book and understand that illustrations and words convey messages</li> <li>• Understand that there are messages in videos, television programs, and pictures</li> <li>• Recognize which details presented are key to the message</li> <li>• Know that there are places a person can go to ask for help in understanding the message</li> <li>• Know how to ask appropriate questions</li> <li>• Answer questions to show that they understand</li> </ul>		



<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What/who was this about?</li> <li>2. How do you know what happened?</li> <li>3. What do you think this picture/video is about?</li> <li>4. If you are not sure, who can you ask for help?</li> <li>5. What did you learn when we read this book?</li> <li>6. What do you think the author/film/illustrator is trying to tell us?</li> </ol>		
<b>TN ACADEMIC STANDARD</b>	<b>1<sup>st</sup> Grade Standard</b>	<b>2nd Grade Standard</b>
<p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Have a basic understanding of what is being said</li> <li>• Ask questions</li> <li>• Answer questions</li> <li>• Recognize that their understanding is not complete</li> <li>• Ask for additional information</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What did they say?</li> <li>2. Can you ask them to tell you more?</li> <li>3. What can you say if you don't understand?</li> <li>4. What was the most important part that you heard?</li> <li>5. Did you understand what he/she was telling you?</li> <li>6. Can you tell me what they said about...?</li> <li>7. Excuse me, can you tell me that part again?</li> </ol>		
<b>TN ACADEMIC STANDARD</b>	<b>1<sup>st</sup> Grade Standard</b>	<b>2nd Grade Standard</b>
<p><b>SL.K.4</b></p>	<p>SL.1.4</p>	<p>SL.2.4</p>



**English Language Arts**

**Kindergarten**

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------

**Standard Unpacked**

**The student can:**

- Use descriptive words
- Understand what an event is
- Recognize that a place can be a building, city, space, or location
- Know and use positional words
- Know and use sensory words

**Question Stems**

1. Can you tell me what it looked like?
2. Where did that happen?
3. What happened when?
4. What was special about that?
5. What does a person such as a doctor, teacher do?
6. Tell your neighbor what a \_\_\_\_\_ looks like.
7. Is there anymore that you can say about...?
8. What else can you tell about...?

<b>TN ACADEMIC STANDARD</b>	<b>1<sup>st</sup> Grade Standard</b>	<b>2nd Grade Standard</b>
<p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>

**Standard Unpacked**

**The student can:**

- Choose a topic to speak about



- Be able to use adjectives to describe the topic
- Draw a picture that shows what they are saying
- Use magazine pictures, drawings, or clip art to make posters to support what they are saying

**Question Stems**

1. What will you be speaking about today?
2. I want you to draw a picture that will help us understand what you are saying.
3. Can you find a picture that shows what you will share?
4. Can you tell us more about your picture?
5. Does your drawing help add more details?

TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2nd Grade Standard
<b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.	SL.1.6 Produce complete sentences when appropriate to task and situation.	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Standard Unpacked**

**The student can:**

- Talk to the audience
- Speak loudly without yelling
- Plan what they will say
- Use words like happy, unhappy, like, dislike to express their feelings
- Choose one or two ideas to talk about
- Stay on the chosen topic

**Question Stems**

1. What will you share with us today?
2. Who would like to share today?
3. Talk to your partner about how you felt when...
4. Remember to speak loudly enough so everyone can hear you.
5. Think about what you will share today.
6. Don't forget to tell if this made you feel happy or sad, mad, or scared



Language Standards		
TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2nd Grade Standard
<p><b>L.K.1</b>                      Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li><b>a.</b> Print many upper- and lowercase letters.</li> <li><b>b.</b> Use frequently occurring nouns and verbs.</li> <li><b>c.</b> Form regular plural nouns orally by adding /s/or /es/ (e.g., dog, dogs; wish, wishes).</li> <li><b>d.</b> Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li><b>e.</b> Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li><b>f.</b> Produce and expand complete sentences in shared language activities.</li> </ul>	<p><b>L.1.1</b>                      Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li><b>b.</b> Use common, proper, and possessive nouns.</li> <li><b>c.</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li><b>d.</b> Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, they, them, their; anyone, everything).</li> <li><b>e.</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.)</li> <li><b>f.</b> Use frequently occurring adjectives.</li> <li><b>g.</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li><b>h.</b> Use determiners (e.g., articles, demonstratives).</li> <li><b>i.</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li><b>j.</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</li> </ul>	<p><b>L.2.1</b>                      Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li><b>a.</b> Use collective nouns (e.g., group).</li> <li><b>b.</b> Form and use frequently occurring irregular plural nouns (e.g., feet children, teeth, mice, fish).</li> <li><b>c.</b> Use reflexive pronouns (e.g., myself, ourselves).</li> <li><b>d.</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li><b>e.</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li><b>f.</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul>
<b>Standard Unpacked</b>		



**The student can:**

- Be able to recognize upper and lowercase letters.
- Correctly form upper and lowercase letters
- Know that nouns are words that name people, places, things and ideas
- Know that verbs describe actions
- Know that many singular nouns can become plurals by adding s or es
- Form questions using who, what, where, when, why and how
- Know that the position of objects can be described by using words like to, from, in, on, etc.
- Know how to speak in complete sentences.
- Know that you can expand a sentence by adding adjectives (color words) and prepositional phrases (in the room)

**Question Stems**

1. Can you write your ABC's?
2. Can you write the letter \_\_\_\_?
3. Can you write the uppercase letter?
4. What does this letter look like in the lowercase?
5. Can you make the capital letter \_\_\_\_?
6. Which of these words are nouns?
7. Can we come up with some names of ...
8. A noun is a person, place, thing or idea.
9. Which words tell what the people are doing?
10. Can you tell what he/she is doing?
11. Which word is the action word in the sentence?
12. How can we change this word so that it shows that there is more than one?
13. Is \_\_\_\_ plural or singular?
14. Can you ask your partner who was ...
15. Where is the ...
16. If you add color words, your sentence will be longer.
17. Make your sentence interesting by telling us where it was happening.

TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2 <sup>nd</sup> Grade Standard
L.K.2 Demonstrate command of the conventions of	L.1.2 Demonstrate command of the conventions	L.2.2 Demonstrate command of the conventions



<p>standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Capitalize the first word in a sentence and the pronoun I.</p> <p><b>b.</b> Recognize and name end punctuation.</p> <p><b>c.</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p><b>d.</b> Spell simple words phonetically, drawing on knowledge of sound letter relationships.</p>	<p>of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Standard Unpacked**

**The student can:**

- Use phonetic spelling when writing
- Name the period, question mark, and exclamation point
- Know when to use a period, question mark or exclamation point in writing
- Know and write a sentence
- Know that a sentence begins with a capital letter
- Know that a sentence needs some type of ending punctuation
- Understand the relationship between a letter and the sounds it makes
- Be able to retrieve the appropriate letter when they identify the sound
- Be able to form the appropriate letter to represent the sound(s) they hear

**Question Stems**

1. Did you remember to capitalize and punctuate your sentence?
2. What sound did you hear and where did you hear it?
3. Can you write the letters you hear when you say that word?
4. Does your sentence need a period or a question mark?
5. Can you write the letter(s) that make that sound?



6. Use of Elkonian boxes

TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2nd Grade Standard
<p><b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>a.</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p><b>b.</b> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p><b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>

**Standard Unpacked**

**The student can:**

- Recognize that a word is unknown.
- Know many common and familiar words
- Know that some words have other meanings



- Use context and/or pictures to help determine a new meaning for a known word
- Know that parts can be added to a word to change its meaning
- Use the familiar and new meanings correctly

**Question Stems**

1. What happens to the word cat when we add s and make it cats?
2. The author used the word \_\_\_\_\_, do you know another way to use that word?
3. When I use the word \_\_\_\_\_ in this sentence what does it mean?
4. Can you use this word in a sentence?
5. Can you draw a picture of what this word means?
6. Which of these pictures shows ...?

TN ACADEMIC STANDARD	1 <sup>st</sup> Grade Standard	2nd Grade Standard
<p><b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>a.</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b>b.</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><b>c.</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p><b>d.</b> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>a.</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><b>b.</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p><b>c.</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>d.</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>a.</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p><b>b.</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>

<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Group objects by colors, sizes, shape</li> <li>• Sort given objects into groups</li> <li>• Sort pictures into categories and label the categories</li> <li>• Understand what an opposite is</li> <li>• Distinguish written messages</li> <li>• Know and use basic verbs</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Put these into groups please.</li> <li>2. Can you tell me about the groups you made?</li> <li>3. Can you and your partner sort these pictures into groups?</li> <li>4. Do you know another way to say that?</li> <li>5. Listen to all the words the author uses that mean _____</li> <li>6. Let's make a describing map to think of ways to say _____</li> <li>7. We are going to brainstorm ways to say...</li> <li>8. The opposite of _____ is _____</li> <li>9. If it is not _____ it is _____</li> <li>10. Can you show me what march looks like?</li> <li>11. Show me the difference between talk and whisper.</li> </ol>		
<p><b>TN ACADEMIC STANDARD</b></p>	<p><b>1<sup>st</sup> Grade Standard</b></p>	<p><b>2nd Grade Standard</b></p>
<p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>L.1.6 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 (e.g., because).</p>	<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p>		

## Kindergarten

- Know how to sustain a conversation
- Know the rules of speaking with others
- Talking about ideas or events in a story
- Responding to ideas they have heard or read about
- Respond in sentences or phrases
- Use new vocabulary in conversations about what you have learned or read

### **Question Stems**

1. How would you respond to \_\_\_\_\_?
2. How should you ask for \_\_\_\_\_?
3. What type of vocabulary would be best for this situation?
4. When you had a conversation with \_\_\_\_\_ what did you share?
5. What did you share with your group when you talked with them?
6. What great ideas did you read about?