

Main Criteria: Classroom Supplement and Lesson Plans - Kindergarten

Secondary Criteria: Tennessee Academic Standards

Subject: Language Arts

Grade: K

Classroom Supplement and Lesson Plans - Kindergarten

Week 01: Introduction to Pre-writing, p. 29-39

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.

INDICATOR	K.FL.PC.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
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INDICATOR	K.FL.PC.1.d.	Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.
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STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	K.FFL.PA.2.a.	Recognize and begin to produce rhyming words.
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INDICATOR	K.FFL.PA.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.3	Phonics and Word Recognition - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
LEARNING EXPECTATION	K.FFL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
INDICATOR	K.FFL.PWR.3.a.	Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.
INDICATOR	K.FFL.PWR.3.b.	Associate the long and short phonemes with common spellings for the five major vowels.

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	K.FFL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	K.FFL.WC.4.a.	Write uppercase and lowercase manuscript letters from memory.
INDICATOR	K.FFL.WC.4.e.	Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
INDICATOR	K.FFL.WC.4.g.	Print many upper and lowercase letters.

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7.b.	With guidance and support from adults, explore word relationships and nuances in word meanings.

INDICATOR	K.FL.VA.7b.i.	Sort common objects into categories to gain a sense of the concepts the categories represent.
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INDICATOR	K.FL.VA.7b.ii.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
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STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION	K.RL.KID.3.	With prompting and support, orally identify characters, setting, and major events in a story.
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STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION	K.RL.CS.5.	Recognize common types of texts.
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STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION	K.RL.IKI.7.	With prompting and support, orally describe the relationship between illustrations and the story in which they appear.
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STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
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INDICATOR	K.FFL.PA .2.a.	Recognize and begin to produce rhyming words.
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INDICATOR	K.FFL.PA .2.b.	Count, pronounce, blend, and segment syllables in spoken words.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.3	Phonics and Word Recognition - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
LEARNING EXPECTATION	K.FFL.PW R.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

INDICATOR	K.FFL.P WR.3.a.	Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.
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INDICATOR	K.FFL.P WR.3.b.	Associate the long and short phonemes with common spellings for the five major vowels.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	K.FFL.WC .4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR	K.FFL.W C.4.a.	Write uppercase and lowercase manuscript letters from memory.
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INDICATOR	K.FFL.W C.4.e.	Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
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INDICATOR	K.FFL.W C.4.g.	Print many upper and lowercase letters.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
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LEARNING EXPECTATION	K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
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STRAND / STANDARD / COURSE **SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
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LEARNING EXPECTATION	K.SL.CC.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.
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Week 03: Pre-writing, p. 49-55

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of the organization and basic features of print.
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LEARNING EXPECTATION	K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.
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INDICATOR	K.FL.PC.1.d.	Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.
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STRAND / STANDARD / COURSE **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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INDICATOR	K.FFL.PA .2.a.	Recognize and begin to produce rhyming words.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.3	Phonics and Word Recognition - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
LEARNING EXPECTATION	K.FFL.PW R.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

INDICATOR	K.FFL.P WR.3.a.	Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	K.FFL.WC .4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR	K.FFL.W C.4.a.	Write uppercase and lowercase manuscript letters from memory.
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INDICATOR	K.FFL.W C.4.b.	Write a letter/letters for most consonant and short vowel sounds (phonemes).
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INDICATOR	K.FFL.W C.4.e.	Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
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INDICATOR	K.FFL.W C.4.f.	Write some common, frequently used words (am, and, like, the).
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INDICATOR	K.FFL.W C.4.g.	Print many upper and lowercase letters.
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STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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LEARNING EXPECTATION

K.RL.KID. 2.

With prompting and support, orally retell familiar stories, including key details.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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LEARNING EXPECTATION

K.RL.KID. 3.

With prompting and support, orally identify characters, setting, and major events in a story.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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LEARNING EXPECTATION

K.RL.CS. 5.

Recognize common types of texts.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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LEARNING EXPECTATION

K.RL.RRTC. C.10.

With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION	K.SL.CC.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.
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Week 04: Pre-writing, p. 57-63

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.

INDICATOR	K.FL.PC.1.d.	Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.
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STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	K.FFL.PA .2.a.	Recognize and begin to produce rhyming words.
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INDICATOR	K.FFL.PA .2.b.	Count, pronounce, blend, and segment syllables in spoken words.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.3	Phonics and Word Recognition - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
LEARNING EXPECTATION	K.FFL.PW R.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

INDICATOR	K.FFL.P WR.3.a.	Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.
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INDICATOR	K.FFL.P WR.3.b.	Associate the long and short phonemes with common spellings for the five major vowels.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	K.FFL.WC .4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR	K.FFL.W C.4.a.	Write uppercase and lowercase manuscript letters from memory.
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INDICATOR	K.FFL.W C.4.b.	Write a letter/letters for most consonant and short vowel sounds (phonemes).
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INDICATOR	K.FFL.W C.4.e.	Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
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INDICATOR	K.FFL.W C.4.f.	Write some common, frequently used words (am, and, like, the).
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INDICATOR	K.FFL.W C.4.g.	Print many upper and lowercase letters.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 b.	With guidance and support from adults, explore word relationships and nuances in word meanings.

INDICATOR K.FL.VA.7b.ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION K.RL.KID.3. With prompting and support, orally identify characters, setting, and major events in a story.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION K.RL.CS.5. Recognize common types of texts.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION K.RL.RRTC.10. With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING
EXPECTATION

K.SL.CC.
1

Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING
EXPECTATION

K.SL.CC.
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.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING
EXPECTATION

K.SL.PKI.
6

With guidance and support, express thoughts, feelings, and ideas through speaking.

Week 05: Pre-writing, p. 65-71

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
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INDICATOR	K.FFL.W C.4.a.	Write uppercase and lowercase manuscript letters from memory.
INDICATOR	K.FFL.W C.4.b.	Write a letter/letters for most consonant and short vowel sounds (phonemes).
INDICATOR	K.FFL.W C.4.e.	Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
INDICATOR	K.FFL.W C.4.f.	Write some common, frequently used words (am, and, like, the).
INDICATOR	K.FFL.W C.4.g.	Print many upper and lowercase letters.

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC .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.
INDICATOR	K.FFL.SC .6.h.	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	K.FFL.SC .6.i.	Recognize and name end punctuation.

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 b.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	K.FL.VA. 7b.ii.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION K.RL.KID.3. With prompting and support, orally identify characters, setting, and major events in a story.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION K.RL.CS.5. Recognize common types of texts.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION K.RL.RRTC.10. With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION K.SL.CC.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.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

Week 06: Pre-writing, p. 73-79

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.

INDICATOR K.FL.PC.1.d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
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**STRAND /
STANDARD /
COURSE****FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC.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.

INDICATOR K.FFL.SC.6.h Capitalize the first word in a sentence and the pronoun I.

INDICATOR K.FFL.SC.6.i Recognize and name end punctuation.

**STRAND /
STANDARD /
COURSE****FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.

INDICATOR K.FL.VA.7a.ii Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

**STRAND /
STANDARD /
COURSE****FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 b.	With guidance and support from adults, explore word relationships and nuances in word meanings.

INDICATOR K.FL.VA.7b.ii Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

**STRAND /
STANDARD /
COURSE****READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION K.RL.KID.3. With prompting and support, orally identify characters, setting, and major events in a story.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION K.RL.CS.5. Recognize common types of texts.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION K.RL.RRTC.10. With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION K.SL.CC.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.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

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Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.

INDICATOR K.FL.PC.1.d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
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CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC .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.

INDICATOR	K.FFL.SC .6.h.	Capitalize the first word in a sentence and the pronoun I.
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INDICATOR	K.FFL.SC .6.i.	Recognize and name end punctuation.
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STRAND / STANDARD / COURSE **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 b.	With guidance and support from adults, explore word relationships and nuances in word meanings.

INDICATOR	K.FL.VA. 7b.i.	Sort common objects into categories to gain a sense of the concepts the categories represent.
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STRAND / STANDARD / COURSE **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	K.RL.KID. 2.	With prompting and support, orally retell familiar stories, including key details.
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STRAND / STANDARD / COURSE **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION	K.RL.CS.5.	Recognize common types of texts.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	K.RL.RRTC.10.	With prompting and support, read stories and poems of appropriate complexity for Kindergarten.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	K.SL.CC.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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	K.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.
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Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.

INDICATOR	K.FL.PC.1.d.	Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.
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STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	K.FFL.PA.2.a.	Recognize and begin to produce rhyming words.
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INDICATOR	K.FFL.PA.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
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STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.3	Phonics and Word Recognition - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

LEARNING EXPECTATION	K.FFL.PW R.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
INDICATOR	K.FFL.P WR.3.a.	Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.
INDICATOR	K.FFL.P WR.3.b.	Associate the long and short phonemes with common spellings for the five major vowels.
INDICATOR	K.FFL.P WR.3.e.	Distinguish between similarly spelled words by identifying the letters that differ.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	K.FFL.WC .4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	K.FFL.W C.4.a.	Write uppercase and lowercase manuscript letters from memory.
INDICATOR	K.FFL.W C.4.b.	Write a letter/letters for most consonant and short vowel sounds (phonemes).
INDICATOR	K.FFL.W C.4.e.	Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
INDICATOR	K.FFL.W C.4.f.	Write some common, frequently used words (am, and, like, the).
INDICATOR	K.FFL.W C.4.g.	Print many upper and lowercase letters.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC .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.
INDICATOR	K.FFL.SC .6.f.	Use the most frequently occurring prepositions when speaking and in shared language activities.

**STRAND /
STANDARD /
COURSE****FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 b.	With guidance and support from adults, explore word relationships and nuances in word meanings.

INDICATOR K.FL.VA.7b.ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

**STRAND /
STANDARD /
COURSE****READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION K.RL.KID.3. With prompting and support, orally identify characters, setting, and major events in a story.

**STRAND /
STANDARD /
COURSE****READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION K.RL.CS.5. Recognize common types of texts.

**STRAND /
STANDARD /
COURSE****READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION K.RL.RRTC.10. With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING
EXPECTATION

K.SL.CC.
1

Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING
EXPECTATION

K.SL.CC.
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.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING
EXPECTATION

K.W.RW.
10

With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

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Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
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LEARNING EXPECTATION	K.FFL.WC .4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	K.FFL.W C.4.a.	Write uppercase and lowercase manuscript letters from memory.
INDICATOR	K.FFL.W C.4.b.	Write a letter/letters for most consonant and short vowel sounds (phonemes).
INDICATOR	K.FFL.W C.4.e.	Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
INDICATOR	K.FFL.W C.4.f.	Write some common, frequently used words (am, and, like, the).
INDICATOR	K.FFL.W C.4.g.	Print many upper and lowercase letters.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 b.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	K.FL.VA. 7b.i.	Sort common objects into categories to gain a sense of the concepts the categories represent.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	K.RL.CS. 5.	Recognize common types of texts.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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LEARNING EXPECTATION	K.RL.RRT C.10.	With prompting and support, read stories and poems of appropriate complexity for Kindergarten.
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STRAND / STANDARD / COURSE **SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
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LEARNING EXPECTATION	K.SL.CC. 1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
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STRAND / STANDARD / COURSE **SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
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LEARNING EXPECTATION	K.SL.CC. 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.
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STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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LEARNING EXPECTATION	K.W.RW. 10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.
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Week 10: Pre-writing, p. 105-111

Tennessee Academic Standards

Language Arts

**STRAND /
STANDARD /
COURSE****FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.

INDICATOR K.FL.PC.1.d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.

**STRAND /
STANDARD /
COURSE****FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR K.FFL.PA.2.a. Recognize and begin to produce rhyming words.

INDICATOR K.FFL.PA.2.b. Count, pronounce, blend, and segment syllables in spoken words.

**STRAND /
STANDARD /
COURSE****FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.3	Phonics and Word Recognition - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
LEARNING EXPECTATION	K.FFL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

INDICATOR K.FFL.PWR.3.a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.

INDICATOR K.FFL.PWR.3.b. Associate the long and short phonemes with common spellings for the five major vowels.

**STRAND /
STANDARD /
COURSE****FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	K.FFL.WC .4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	K.FFL.W C.4.a.	Write uppercase and lowercase manuscript letters from memory.
INDICATOR	K.FFL.W C.4.b.	Write a letter/letters for most consonant and short vowel sounds (phonemes).
INDICATOR	K.FFL.W C.4.e.	Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
INDICATOR	K.FFL.W C.4.f.	Write some common, frequently used words (am, and, like, the).
INDICATOR	K.FFL.W C.4.g.	Print many upper and lowercase letters.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	K.RL.CS. 5.	Recognize common types of texts.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	K.RL.RRT C.10.	With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION K.SL.CC.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.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

Week 11: Pre-writing, p. 113-119

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.

INDICATOR K.FL.VA.7a.ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION K.RL.CS.5. Recognize common types of texts.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION K.RL.RRTC.10. With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION K.SL.CC.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.

Week 12: Pre-writing, p. 121-127

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Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.

INDICATOR K.FL.PC.1.d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.

STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR K.FFL.PA.2.a. Recognize and begin to produce rhyming words.

INDICATOR K.FFL.PA.2.b. Count, pronounce, blend, and segment syllables in spoken words.

STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
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CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	K.FFL.WC .4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR	K.FFL.W C.4.a.	Write uppercase and lowercase manuscript letters from memory.
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INDICATOR	K.FFL.W C.4.b.	Write a letter/letters for most consonant and short vowel sounds (phonemes).
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INDICATOR	K.FFL.W C.4.f.	Write some common, frequently used words (am, and, like, the).
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INDICATOR	K.FFL.W C.4.g.	Print many upper and lowercase letters.
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STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.

INDICATOR	K.FL.VA. 7a.ii.	Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
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STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 b.	With guidance and support from adults, explore word relationships and nuances in word meanings.

INDICATOR	K.FL.VA. 7b.i.	Sort common objects into categories to gain a sense of the concepts the categories represent.
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STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION K.W.RW. 10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

Week 13: Introduction to Unit 1 Note Making and Outlines, p. 129-137

Tennessee Academic Standards

Language Arts

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STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR K.FFL.PA.2.a. Recognize and begin to produce rhyming words.

INDICATOR K.FFL.PA.2.b. Count, pronounce, blend, and segment syllables in spoken words.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	K.FFL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR K.FFL.WC.4.f. Write some common, frequently used words (am, and, like, the).

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC .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.

INDICATOR	K.FFL.SC .6.a.	With modeling or verbal prompts, orally produce complete sentences.
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INDICATOR	K.FFL.SC .6.b.	Follow one-to-one correspondence between voice and print when writing a sentence.
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INDICATOR	K.FFL.SC .6.h.	Capitalize the first word in a sentence and the pronoun I.
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INDICATOR	K.FFL.SC .6.i.	Recognize and name end punctuation.
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STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.

INDICATOR	K.FL.VA. 7a.i.	Identify new meanings for familiar words and apply them accurately.
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STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LEARNING EXPECTATION	K.FL.VA. 7c.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION K.RL.CS.5. Recognize common types of texts.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION K.RL.RRTC.10. With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION K.RI.IKI.7. With prompting and support, orally describe the relationship between illustrations and the text in which they appear.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION K.SL.CC.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.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

Week 14: Introduction to Unit 2 Modeling Writing from Notes, p. 139-147

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR K.FFL.PA.2.a Recognize and begin to produce rhyming words.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	K.FFL.WC .4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	K.FFL.W C.4.a.	Write uppercase and lowercase manuscript letters from memory.
INDICATOR	K.FFL.W C.4.g.	Print many upper and lowercase letters.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC .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.
INDICATOR	K.FFL.SC .6.a.	With modeling or verbal prompts, orally produce complete sentences.
INDICATOR	K.FFL.SC .6.b.	Follow one-to-one correspondence between voice and print when writing a sentence.
INDICATOR	K.FFL.SC .6.h.	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	K.FFL.SC .6.i.	Recognize and name end punctuation.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 b.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	K.FL.VA. 7b.ii.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING
EXPECTATION

K.RL.CS.
5.

Recognize common types of texts.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING
EXPECTATION

K.RL.IK1.7
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With prompting and support, orally describe the relationship between illustrations and the story in which they appear.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING
EXPECTATION

K.RL.RRTC.
10.

With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING
EXPECTATION

K.SL.CC.
1

Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION	K.SL.CC.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.
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Week 15: Unit 2 Modeling Writing from Notes, p. 149-155

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	K.FFL.PA.2.a.	Recognize and begin to produce rhyming words.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC.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.

INDICATOR	K.FFL.SC.6.h.	Capitalize the first word in a sentence and the pronoun I.
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INDICATOR	K.FFL.SC .6.i.	Recognize and name end punctuation.
STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.
INDICATOR	K.FL.VA. 7a.i.	Identify new meanings for familiar words and apply them accurately.

INDICATOR	K.FL.VA. 7a.ii.	Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA. 7c.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

STRAND / STANDARD / COURSE	READING STANDARDS - LITERATURE	
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	K.RL.CS. 5.	Recognize common types of texts.

STRAND / STANDARD / COURSE	READING STANDARDS - LITERATURE	
CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.7.	Integration of Knowledge and Ideas - Standard 7

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR K.FFL.PA.2.a. Recognize and begin to produce rhyming words.

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.3	Phonics and Word Recognition - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
LEARNING EXPECTATION	K.FFL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

INDICATOR K.FFL.PWR.3.b. Associate the long and short phonemes with common spellings for the five major vowels.

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	K.FFL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR K.FFL.WC.4.e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC .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.
INDICATOR	K.FFL.SC .6.f.	Use the most frequently occurring prepositions when speaking and in shared language activities.
INDICATOR	K.FFL.SC .6.h.	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	K.FFL.SC .6.i.	Recognize and name end punctuation.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.
INDICATOR	K.FL.VA. 7a.i.	Identify new meanings for familiar words and apply them accurately.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 b.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	K.FL.VA. 7b.i.	Sort common objects into categories to gain a sense of the concepts the categories represent.
INDICATOR	K.FL.VA. 7b.ii.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION K.SL.CC.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.

Week 17: Unit 2 Modeling Writing from Notes, p. 165-171

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Grade K - Adopted: 2016

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR K.FFL.PA.2.c Blend and segment onsets and rimes of single-syllable spoken words.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.3	Phonics and Word Recognition - Standard 3
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CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.
INDICATOR	K.FL.VA.7a.i.	Identify new meanings for familiar words and apply them accurately.

INDICATOR	K.FL.VA.7a.ii.	Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
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STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 b.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	K.FL.VA.7b.i.	Sort common objects into categories to gain a sense of the concepts the categories represent.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7c.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION	K.RL.KID.3.	With prompting and support, orally identify characters, setting, and major events in a story.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	K.RL.CS.5.	Recognize common types of texts.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	K.RL.RRTC.10.	With prompting and support, read stories and poems of appropriate complexity for Kindergarten.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION	K.SL.CC.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.
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Week 18: Introduction to Unit 3 Modeling Telling Narrative Stories, p. 173-183

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	K.FFL.PA.2.a.	Recognize and begin to produce rhyming words.
INDICATOR	K.FFL.PA.2.b.	Count, pronounce, blend, and segment syllables in spoken words.

STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC.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.
INDICATOR	K.FFL.SC.6.a.	With modeling or verbal prompts, orally produce complete sentences.
INDICATOR	K.FFL.SC.6.b.	Follow one-to-one correspondence between voice and print when writing a sentence.
INDICATOR	K.FFL.SC.6.f.	Use the most frequently occurring prepositions when speaking and in shared language activities.
INDICATOR	K.FFL.SC.6.h.	Capitalize the first word in a sentence and the pronoun I.

INDICATOR	K.FFL.SC .6.i.	Recognize and name end punctuation.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.

INDICATOR	K.FL.VA. 7a.i.	Identify new meanings for familiar words and apply them accurately.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 b.	With guidance and support from adults, explore word relationships and nuances in word meanings.

INDICATOR	K.FL.VA. 7b.ii.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LEARNING EXPECTATION	K.FL.VA. 7c.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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LEARNING EXPECTATION

K.RL.KID. 2.

With prompting and support, orally retell familiar stories, including key details.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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LEARNING EXPECTATION

K.RL.KID. 3.

With prompting and support, orally identify characters, setting, and major events in a story.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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LEARNING EXPECTATION

K.RL.CS. 5.

Recognize common types of texts.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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LEARNING EXPECTATION

K.RL.RRTC. C.10.

With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION	K.SL.CC.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.
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Week 19: Unit 3 Modeling Telling Narrative Stories, p. 185-191

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	K.FFL.PA.2.a.	Recognize and begin to produce rhyming words.
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STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.3	Phonics and Word Recognition - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
LEARNING EXPECTATION	K.FFL.PWR.3	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

INDICATOR	K.FFL.P WR.3.b.	Associate the long and short phonemes with common spellings for the five major vowels.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	K.FFL.WC .4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR	K.FFL.W C.4.e.	Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC .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.

INDICATOR	K.FFL.SC .6.d.	Form regular plural nouns when speaking and in shared language activities.
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INDICATOR	K.FFL.SC .6.h.	Capitalize the first word in a sentence and the pronoun I.
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INDICATOR	K.FFL.SC .6.i.	Recognize and name end punctuation.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.

INDICATOR	K.FL.VA. 7a.i.	Identify new meanings for familiar words and apply them accurately.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	K.RL.KID. 3.	With prompting and support, orally identify characters, setting, and major events in a story.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	K.RL.CS. 5.	Recognize common types of texts.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	K.RL.RRTC. 10.	With prompting and support, read stories and poems of appropriate complexity for Kindergarten.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	K.SL.CC.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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	K.W.TTP.1	With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	K.W.TTP.2	With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

LEARNING EXPECTATION	K.W.TTP.3	With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.
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Week 20: Unit 3 Modeling Telling Narrative Stories, p. 193-199

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	K.FFL.PA.2.a.	Recognize and begin to produce rhyming words.
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STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC.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.

INDICATOR	K.FFL.SC.6.h.	Capitalize the first word in a sentence and the pronoun I.
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INDICATOR	K.FFL.SC.6.i.	Recognize and name end punctuation.
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STRAND / STANDARD / COURSE	READING STANDARDS - LITERATURE	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	K.RL.KID.2.	With prompting and support, orally retell familiar stories, including key details.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	K.RL.KID.3.	With prompting and support, orally identify characters, setting, and major events in a story.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	K.RL.CS.5.	Recognize common types of texts.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	K.RL.RRTC.10.	With prompting and support, read stories and poems of appropriate complexity for Kindergarten.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION	K.SL.CC.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.
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Week 21: Introduction to Unit 5 Modeling Writing from Pictures, p. 201-211

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC.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.

INDICATOR	K.FFL.SC.6.a.	With modeling or verbal prompts, orally produce complete sentences.
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INDICATOR	K.FFL.SC.6.b.	Follow one-to-one correspondence between voice and print when writing a sentence.
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INDICATOR	K.FFL.SC.6.h.	Capitalize the first word in a sentence and the pronoun I.
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INDICATOR	K.FFL.SC.6.i.	Recognize and name end punctuation.
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STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.

INDICATOR K.FL.VA.7a.ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION K.RL.KID.3. With prompting and support, orally identify characters, setting, and major events in a story.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION K.RL.CS.5. Recognize common types of texts.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION K.RL.IKI.7. With prompting and support, orally describe the relationship between illustrations and the story in which they appear.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION

K.RL.RRTC. C.10.

With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION

K.SL.CC. 1

Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION

K.SL.CC. 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.

Week 22: Unit 5 Modeling Writing from Pictures, p. 213-219

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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LEARNING EXPECTATION

K.FL.VA. 7c.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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LEARNING EXPECTATION

K.RL.KID. 2.

With prompting and support, orally retell familiar stories, including key details.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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LEARNING EXPECTATION

K.RL.KID. 3.

With prompting and support, orally identify characters, setting, and major events in a story.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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LEARNING EXPECTATION

K.RL.CS. 5.

Recognize common types of texts.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.7.	Integration of Knowledge and Ideas - Standard 7
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**STRAND /
STANDARD /
COURSE****FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA. 2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR K.FFL.PA
.2.a. Recognize and begin to produce rhyming words.

**STRAND /
STANDARD /
COURSE****FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC .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.

INDICATOR K.FFL.SC
.6.a. With modeling or verbal prompts, orally produce complete sentences.

INDICATOR K.FFL.SC
.6.b. Follow one-to-one correspondence between voice and print when writing a sentence.

INDICATOR K.FFL.SC
.6.h. Capitalize the first word in a sentence and the pronoun I.

INDICATOR K.FFL.SC
.6.i. Recognize and name end punctuation.

**STRAND /
STANDARD /
COURSE****READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING
EXPECTATION K.RL.KID.
3. With prompting and support, orally identify characters, setting, and major events in a story.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION K.RL.CS.5. Recognize common types of texts.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION K.RL.IK1.7. With prompting and support, orally describe the relationship between illustrations and the story in which they appear.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION K.RL.RRTC.10. With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION	K.SL.CC.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.
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Week 24: Unit 5 Modeling Writing from Pictures, p. 229-235

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PA.2	Phonological Awareness - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	K.FFL.PA.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

INDICATOR	K.FFL.PA.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC.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.

INDICATOR	K.FFL.SC.6.a.	With modeling or verbal prompts, orally produce complete sentences.
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INDICATOR	K.FFL.SC .6.b.	Follow one-to-one correspondence between voice and print when writing a sentence.
INDICATOR	K.FFL.SC .6.h.	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	K.FFL.SC .6.i.	Recognize and name end punctuation.

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	K.FL.VA.7 a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.

INDICATOR	K.FL.VA. 7a.i.	Identify new meanings for familiar words and apply them accurately.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LEARNING EXPECTATION	K.FL.VA. 7c.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
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**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION	K.RL.KID. 3.	With prompting and support, orally identify characters, setting, and major events in a story.
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**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION K.RL.CS.5. Recognize common types of texts.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION K.RL.IK1.7. With prompting and support, orally describe the relationship between illustrations and the story in which they appear.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION K.RL.RRTC.10. With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION	K.SL.CC.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.
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Week 25: Revisiting Unit 2, p. 243-249

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.

INDICATOR	K.FL.PC.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
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STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC.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.

INDICATOR	K.FFL.SC.6.a.	With modeling or verbal prompts, orally produce complete sentences.
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INDICATOR	K.FFL.SC.6.b.	Follow one-to-one correspondence between voice and print when writing a sentence.
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
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LEARNING EXPECTATION	K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
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Week 26: Revisting Unit 2, p. 251-257

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.
INDICATOR	K.FL.PC.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.

STRAND / STANDARD / COURSE	FOUNDATIONAL LITERACY STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC.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.
INDICATOR	K.FFL.SC.6.a.	With modeling or verbal prompts, orally produce complete sentences.
INDICATOR	K.FFL.SC.6.b.	Follow one-to-one correspondence between voice and print when writing a sentence.
INDICATOR	K.FFL.SC.6.h.	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	K.FFL.SC.6.i.	Recognize and name end punctuation.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION K.RL.CS.5. Recognize common types of texts.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION K.RL.IK1.7. With prompting and support, orally describe the relationship between illustrations and the story in which they appear.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION K.RL.RRTC.10. With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION	K.SL.CC.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.
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Week 27: Revisiting Unit 2, p. 259-265

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.

INDICATOR	K.FL.PC.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC.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.

INDICATOR	K.FFL.SC.6.a.	With modeling or verbal prompts, orally produce complete sentences.
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INDICATOR	K.FFL.SC .6.b.	Follow one-to-one correspondence between voice and print when writing a sentence.
INDICATOR	K.FFL.SC .6.h.	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	K.FFL.SC .6.i.	Recognize and name end punctuation.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING
EXPECTATION

K.RL.CS.
5.

Recognize common types of texts.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING
EXPECTATION

K.RL.IK1.7

With prompting and support, orally describe the relationship between illustrations and the story in which they appear.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING
EXPECTATION

K.RL.RRTC.
C.10.

With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC .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.
INDICATOR	K.FFL.SC .6.a.	With modeling or verbal prompts, orally produce complete sentences.
INDICATOR	K.FFL.SC .6.b.	Follow one-to-one correspondence between voice and print when writing a sentence.
INDICATOR	K.FFL.SC .6.h.	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	K.FFL.SC .6.i.	Recognize and name end punctuation.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION K.RL.CS. 5. Recognize common types of texts.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION K.RL.RRTC. C.10. With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION	K.RI.KI.7.	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION	K.SL.CC.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.
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Week 29: Revisiting Unit 2, p. 275-282

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.

INDICATOR	K.FL.PC.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	K.FFL.SC .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.
INDICATOR	K.FFL.SC .6.a.	With modeling or verbal prompts, orally produce complete sentences.
INDICATOR	K.FFL.SC .6.b.	Follow one-to-one correspondence between voice and print when writing a sentence.
INDICATOR	K.FFL.SC .6.h.	Capitalize the first word in a sentence and the pronoun I.
INDICATOR	K.FFL.SC .6.i.	Recognize and name end punctuation.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	K.RL.CS. 5.	Recognize common types of texts.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	K.RL.RRT C.10.	With prompting and support, read stories and poems of appropriate complexity for Kindergarten.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING
EXPECTATION

K.RI.IK1.7.

With prompting and support, orally describe the relationship between illustrations and the text in which they appear.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING
EXPECTATION

K.SL.CC.
1

Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING
EXPECTATION

K.SL.CC.
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.

Week 30: Revisting Unit 5, p. 283-288

Tennessee Academic Standards

Language Arts

Grade K - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PC.1	Print Concepts - Standard 1
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**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.IK1.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING
EXPECTATION

K.RI.IK1.7.

With prompting and support, orally describe the relationship between illustrations and the text in which they appear.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING
EXPECTATION

K.SL.CC.
1

Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING
EXPECTATION

K.SL.CC.
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.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING
EXPECTATION

K.W.PD
W.6

With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

LEARNING
EXPECTATION

K.W.RBP
K.7

Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.