

Main Criteria: Classroom Supplement Units Grade 1
Secondary Criteria: Tennessee Curriculum Standards
Subject: Language Arts
Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

**Tennessee Curriculum Standards
Language Arts
Grade 1 - Adopted: 2010**

STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND /	TN.RF.1.	Reading Standards: Foundational Skills

STANDARD / COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION		Phonological Awareness
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
LEARNING EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
LEARNING EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
LEARNING EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
LEARNING EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LEARNING EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Production and Distribution of Writing
GUIDING QUESTION /	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

LEARNING EXPECTATION		
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LEARNING EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LEARNING EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LEARNING EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.1.1(a)	Print all upper- and lowercase letters.
LEARNING EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
LEARNING	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops;

EXPECTATION		We hop).
LEARNING EXPECTATION	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
LEARNING EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
LEARNING EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
LEARNING EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
LEARNING EXPECTATION	L.1.2(c)	Use commas in dates and to separate single words in a series.
LEARNING EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LEARNING EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LEARNING EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
LEARNING EXPECTATION	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Unit 1

**Tennessee Curriculum Standards
Language Arts
Grade 1 - Adopted: 2010**

STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GUIDING QUESTION /	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

LEARNING EXPECTATION		
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonological Awareness
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
LEARNING EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
LEARNING EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills

CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
LEARNING EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LEARNING EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
GUIDING QUESTION / LEARNING EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LEARNING EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LEARNING EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LEARNING EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.

STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
LEARNING EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
LEARNING EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
LEARNING EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LEARNING EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and

QUESTION / LEARNING EXPECTATION		phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LEARNING EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 2

Tennessee Curriculum Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION /	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.

LEARNING EXPECTATION		
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / STANDARD / COURSE	TN.RI.1.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RI.1.1.	Ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND / STANDARD / COURSE	TN.RI.1.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / STANDARD / COURSE	TN.RI.1.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
GUIDING QUESTION / LEARNING EXPECTATION	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND / STANDARD / COURSE	TN.RI.1.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade

STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonological Awareness
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
LEARNING EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
LEARNING EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
LEARNING EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
LEARNING EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LEARNING EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
GUIDING QUESTION / LEARNING EXPECTATION	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards

CONCEPTUAL STRAND / GUIDING QUESTION		Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LEARNING EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LEARNING EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LEARNING EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LEARNING EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
LEARNING EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LEARNING EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
LEARNING EXPECTATION	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
LEARNING EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
LEARNING EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LEARNING EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LEARNING EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 3

Tennessee Curriculum Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details

GUIDING QUESTION / LEARNING EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonological Awareness
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
LEARNING EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

QUESTION / LEARNING EXPECTATION		
LEARNING EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
LEARNING EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
LEARNING EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
LEARNING EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LEARNING EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION /	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

LEARNING EXPECTATION		
LEARNING EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LEARNING EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LEARNING EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
LEARNING EXPECTATION	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
LEARNING EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
LEARNING EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
LEARNING EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LEARNING EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND /	TN.L.1.	Language Standards

STANDARD / COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LEARNING EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 4

Tennessee Curriculum Standards
Language Arts
Grade 1 - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas

QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / STANDARD / COURSE	TN.RI.1.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RI.1.1.	Ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND / STANDARD / COURSE	TN.RI.1.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / STANDARD / COURSE	TN.RI.1.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
GUIDING QUESTION / LEARNING EXPECTATION	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND / STANDARD / COURSE	TN.RI.1.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING	RI.1.10.	With prompting and support, read informational texts appropriately complex for

QUESTION / LEARNING EXPECTATION		grade
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonological Awareness
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
LEARNING EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
LEARNING EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
LEARNING EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
LEARNING EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LEARNING EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL		Production and Distribution of Writing

STRAND / GUIDING QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
GUIDING QUESTION / LEARNING EXPECTATION	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LEARNING EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LEARNING EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LEARNING EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards

CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LEARNING EXPECTATION	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
LEARNING EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
LEARNING EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
LEARNING EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LEARNING EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LEARNING EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 5

Tennessee Curriculum Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND /	TN.RL.1.	Reading Standards for Literature
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STANDARD / COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonological Awareness
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
LEARNING EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LEARNING EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
LEARNING EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
LEARNING EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
LEARNING EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LEARNING EXPECTATION	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND /	TN.SL.1.	Speaking and Listening Standards

STANDARD / COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LEARNING EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LEARNING EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LEARNING EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
LEARNING EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LEARNING EXPECTATION	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
LEARNING EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
LEARNING EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION /	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LEARNING EXPECTATION		
LEARNING EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
LEARNING EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LEARNING EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LEARNING EXPECTATION	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Unit 7

Tennessee Curriculum Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.1.	Ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure

GUIDING QUESTION / LEARNING EXPECTATION	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / STANDARD / COURSE	TN.RL.1.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonological Awareness
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
LEARNING EXPECTATION	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LEARNING EXPECTATION	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
LEARNING EXPECTATION	RF.1.3(b)	Decode regularly spelled one-syllable words.
LEARNING EXPECTATION	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND / STANDARD / COURSE	TN.RF.1.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

QUESTION / LEARNING EXPECTATION		
LEARNING EXPECTATION	RF.1.4(a)	Read on-level text with purpose and understanding.
LEARNING EXPECTATION	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND / STANDARD / COURSE	TN.W.1.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LEARNING EXPECTATION	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LEARNING EXPECTATION	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LEARNING EXPECTATION	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

STRAND / STANDARD / COURSE	TN.SL.1.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.1.1(b)	Use common, proper, and possessive nouns.
LEARNING EXPECTATION	L.1.1(c)	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LEARNING EXPECTATION	L.1.1(f)	Use frequently occurring adjectives.
LEARNING EXPECTATION	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.1.2(b)	Use end punctuation for sentences.
LEARNING EXPECTATION	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LEARNING EXPECTATION	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND / STANDARD / COURSE	TN.L.1.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).