

Main Criteria: Classroom Supplement Units Kindergarten

Secondary Criteria: Tennessee Curriculum Standards

Subject: Language Arts

Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

Tennessee Curriculum Standards

Language Arts

Grade K - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.4.	Ask and answer questions about unknown words in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GUIDING	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.

QUESTION / LEARNING EXPECTATION		
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Print Concepts
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
LEARNING EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
LEARNING EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
LEARNING EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonological Awareness
GUIDING QUESTION /	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

LEARNING EXPECTATION		
LEARNING EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
LEARNING EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
LEARNING EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
LEARNING EXPECTATION	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
LEARNING EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
LEARNING EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
LEARNING EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
LEARNING EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / STANDARD / COURSE	TN.W.K.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LEARNING EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

LEARNING EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.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.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
LEARNING EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
LEARNING EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
LEARNING EXPECTATION	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LEARNING EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LEARNING EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
LEARNING EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
LEARNING EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
LEARNING EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
LEARNING EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
LEARNING EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

Tennessee Curriculum Standards

Language Arts

Grade K - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.4.	Ask and answer questions about unknown words in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.10.	Actively engage in group reading activities with purpose and understanding.

STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Print Concepts
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
LEARNING EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
LEARNING EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
LEARNING EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonological Awareness
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
LEARNING EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
LEARNING EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
LEARNING EXPECTATION	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
LEARNING EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
LEARNING EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
LEARNING EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
LEARNING EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency

GUIDING QUESTION / LEARNING EXPECTATION	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / STANDARD / COURSE	TN.W.K.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.K.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.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LEARNING EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
LEARNING EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.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.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND /		Conventions of Standard English

GUIDING QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
LEARNING EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
LEARNING EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
LEARNING EXPECTATION	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LEARNING EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
LEARNING EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
LEARNING EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
LEARNING EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LEARNING EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
LEARNING EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
LEARNING EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
LEARNING EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).

LEARNING EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2

Tennessee Curriculum Standards

Language Arts

Grade K - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.4.	Ask and answer questions about unknown words in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details

GUIDING QUESTION / LEARNING EXPECTATION	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Print Concepts
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
LEARNING EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
LEARNING EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
LEARNING EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.

STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonological Awareness
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
LEARNING EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
LEARNING EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
LEARNING EXPECTATION	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
LEARNING EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
LEARNING EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
LEARNING EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
LEARNING EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / STANDARD / COURSE	TN.W.K.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
STRAND / STANDARD / COURSE	TN.W.K.	Writing Standards
CONCEPTUAL STRAND /		Production and Distribution of Writing

GUIDING QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STRAND / STANDARD / COURSE	TN.W.K.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.K.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.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LEARNING EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
LEARNING EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.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.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards

CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
LEARNING EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
LEARNING EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
LEARNING EXPECTATION	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LEARNING EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
LEARNING EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
LEARNING EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
LEARNING EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LEARNING EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
LEARNING EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
LEARNING EXPECTATION	L.K.4(b)	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

LEARNING EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
LEARNING EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
LEARNING EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

Tennessee Curriculum Standards

Language Arts

Grade K - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.2.	With prompting and support, retell familiar stories, including key details.
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.4.	Ask and answer questions about unknown words in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

EXPECTATION		
STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Print Concepts
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
LEARNING EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
LEARNING EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
LEARNING EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonological Awareness
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
LEARNING EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.

LEARNING EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
LEARNING EXPECTATION	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
LEARNING EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
LEARNING EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
LEARNING EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
LEARNING EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / STANDARD / COURSE	TN.W.K.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LEARNING EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
LEARNING EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL		Comprehension and Collaboration

STRAND / GUIDING QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.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.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
LEARNING EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
LEARNING EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
LEARNING EXPECTATION	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LEARNING EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
LEARNING EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
LEARNING EXPECTATION	L.K.2(b)	Recognize and name end punctuation.

LEARNING EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LEARNING EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
LEARNING EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
LEARNING EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
LEARNING EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

Tennessee Curriculum Standards

Language Arts

Grade K - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.2.	With prompting and support, retell familiar stories, including key details.
GUIDING	RL.K.3.	With prompting and support, identify characters, settings, and major events in a

QUESTION / LEARNING EXPECTATION		story.
STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.4.	Ask and answer questions about unknown words in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
STRAND / STANDARD / COURSE	TN.RL.K.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.

EXPECTATION		
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / STANDARD / COURSE	TN.RI.K.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Print Concepts
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
LEARNING EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
LEARNING EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
LEARNING EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
LEARNING EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonological Awareness
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LEARNING EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
LEARNING EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
LEARNING EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
LEARNING EXPECTATION	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
LEARNING EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills

CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
LEARNING EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
LEARNING EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
LEARNING EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
STRAND / STANDARD / COURSE	TN.RF.K.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.K.4.	Read emergent-reader texts with purpose and understanding.
STRAND / STANDARD / COURSE	TN.W.K.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
GUIDING QUESTION / LEARNING EXPECTATION	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
GUIDING QUESTION / LEARNING EXPECTATION	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
STRAND / STANDARD / COURSE	TN.W.K.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

LEARNING EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
LEARNING EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.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.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / STANDARD / COURSE	TN.SL.K.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GUIDING QUESTION / LEARNING EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
LEARNING EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
LEARNING EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
LEARNING EXPECTATION	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LEARNING EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
LEARNING EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English

GUIDING QUESTION / LEARNING EXPECTATION	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
LEARNING EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
LEARNING EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LEARNING EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
LEARNING EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
LEARNING EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
LEARNING EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
LEARNING EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
STRAND / STANDARD / COURSE	TN.L.K.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.