

# Tennessee English Language Arts Standards

## Effective 2009-2010

### Grade 1

### Standard 1 - Language

#### Grade Level Expectations

**GLE 0101.1.1** Demonstrate control of basic Standard English usage, mechanics, spelling, and sentence structure.

**GLE 0101.1.2** Employ a variety of strategies to decode words and expand vocabulary.

**GLE 0101.1.3** Develop and maintain phonological awareness.

**GLE 0101.1.4** Understand and apply the alphabetic principle.

#### Checks for Understanding (Formative/Summative Assessment)

✓ **0101.1.1** Identify and correctly use adjectives (i.e., descriptive), nouns (i.e., singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., tense, subject-verb agreement).

✓ **0101.1.2** Use capital letters correctly (i.e., in the first word of a sentence, first and last names, pronoun *I*, proper nouns).

✓ **0101.1.3** Identify and use correct punctuation at the end of declarative sentences and questions.

✓ **0101.1.4** Form contractions using apostrophes.

✓ **0101.1.5** Understand that homophones are words that sound the same but are spelled differently and mean different things (e.g., flower/flour, sun/son).

✓ **0101.1.6** Understand that groups of words make sentences.

✓ **0101.1.7** Understand that word order helps determine the meaning of a sentence.

✓ **0101.1.8** Identify and correctly write complete sentences.

✓ **0101.1.9** Spell simple words using developing phonetic knowledge, sounds of the alphabet, and simple consonant/vowel patterns.

- Spell high frequency words correctly (e.g., Dolch list, Fry list).
- Spell one-syllable words, using basic CVC, CVCE, and CVVC patterns.
- Alphabetize words to the first letter.

- ✓ **0101.1.10** Show evidence of expanding language through vocabulary growth.
  - Build vocabulary by reading, listening to, and discussing a variety of literature.
  - Use word families and a variety of active word walls.
  - Read high frequency words in context.
  - Recognize and identify compound words, synonyms, and antonyms.
  - Identify positional words (e.g., inside, outside, beside, between).
  - Identify simple multi-meaning words in context (e.g., fly, pop, bat).
  - Use a picture dictionary/beginning dictionary to determine word meaning.

### **Phonemic Awareness**

- ✓ **0101.1.11** Maintain phonemic awareness.
  - Understand that a phoneme is one distinct sound.
  - Use sound stretching of one syllable words to identify each phoneme.
  - Use sound blending of each separately spoken phoneme to make meaningful words.
  - Segment one-syllable words into individual sounds and blend the sounds into whole words.
  - Recognize and produce rhyming words.
  - Recognize words that have the same beginning, middle, or ending sounds.
  - Understand words are made up of one or more syllables.
  - Substitute targeted sounds to change words (e.g., bed to bad, hat to bat).
  - Rearrange the letter sounds of a given word to create new words (e.g., pan to nap, ten to net).

### **Phonics**

- ✓ **0101.1.12** Apply phonics generalizations in order to decode words.
  - Name all uppercase/lowercase letters of the alphabet.
  - Understand that the sequence of letters in a written word represents the sequence of sounds in a word.
  - Use letter-sound matches and structural analysis to decode grade level words.
  - Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words.
  - Apply long and short vowel rules when decoding text.
  - Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words.
  - Continue to decode unknown words that are grade-level appropriate.

## Standard 2 - Communication

### Grade Level Expectations

**GLE 0101.2.1** Develop critical listening skills essential for comprehension, problem solving, and task completion.

**GLE 0101.2.2** Develop critical speaking skills essential for effective communication.

### Checks for Understanding (Formative/Summative Assessment)

#### Listening

- ✓ **0101.2.1** Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- ✓ **0101.2.2** Listen attentively to speaker for specific information.
- ✓ **0101.2.3** Understand and follow simple two- and three-step oral directions.
- ✓ **0101.2.4** Summarize what has been heard using the logical sequence of events.

#### Speaking

- ✓ **0101.2.5** Use rules for conversation (e.g., take turns, and focus attention on speaker).
- ✓ **0101.2.6** Speak clearly, properly, and politely; recognize the difference between formal and informal language.
- ✓ **0101.2.7** Give multi-step oral directions.
- ✓ **0101.2.8** Participate in group discussion.
  - Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem).
  - Ask and respond to questions from teacher and other group members.
- ✓ **0101.2.9** Retell a story, describing the plot, characters, and setting.
- ✓ **0101.2.10** Recite poems, stories, and songs.

# Standard 3 - Writing

## Grade Level Expectations

**GLE 0101.3.1** Compose simple stories with a clear beginning, middle, and end.

**GLE 0101.3.2** Employ a variety of strategies to generate story ideas.

**GLE 0101.3.3** Begin to develop topic sentences.

**GLE 0101.3.4** Evaluate own and other people's written work using a simple classroom rubric.

**GLE 0101.3.5** Determine how, when, and whether to incorporate graphics into written work.

## Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.3.1** Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, Venn diagrams) independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information.
- ✓ **0101.3.2** Use classroom resources that support the writing process.
- ✓ **0101.3.3** Begin to compose first drafts using the appropriate parts of the writing process with an emphasis on planning and self correcting.
- ✓ **0101.3.4** Use temporary/creative spelling to spell independently as needed.
- ✓ **0101.3.5** Arrange events in a logical and sequential order when writing.
- ✓ **0101.3.6** Begin to add descriptive words and details to writing.
- ✓ **0101.3.7** Create legible documents for reading by the following: forming uppercase/lowercase letters; utilizing correct spacing; writing from left to right/top to bottom; and tracing/reproducing letters and words correctly.
- ✓ **0101.3.8** Evaluate own and other people's written work through small group discussion and shared work.
- ✓ **0101.3.9** Incorporate suggestions from teachers and peers.
- ✓ **0101.3.10** Use a simple rubric to evaluate writing.
- ✓ **0101.3.11** Illustrate written work with simple drawings.

## **Standard 4 - Research**

### **Course Level Expectations**

**GLE 0101.4.1** Define and narrow a research question appropriate to grade level and ability.

**GLE 0101.4.2** Select a source necessary to answer the research question.

**GLE 0101.4.3** Deliver an oral report that demonstrates a gathering of information.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0101.4.1** Narrow a research question so that the research process is manageable.
- ✓ **0101.4.2** Select two resources to answer a research question.
- ✓ **0101.4.3** Use the family and community as sources of information.
- ✓ **0101.4.4** Visit the library as a resource of information for research.
- ✓ **0101.4.5** Locate a print source for research (e.g., magazine, book).
- ✓ **0101.4.6** Present the answers to a research question orally to the class.

## **Standard 5 - Logic**

### **Grade Level Expectations**

**GLE 0101.5.1** Further develop an understanding of sequential order.

**GLE 0101.5.2** Recognize the relationship of actions and consequences.

**GLE 0101.5.3** Make inferences and draw appropriate conclusions.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0101.5.1** Arrange four or more items or events in sequential order.
- ✓ **0101.5.2** Recognize logical decisions and choices in reading selections.
- ✓ **0101.5.3** Make and adjust predictions in a variety of written and oral contexts.
- ✓ **0101.5.4** Compare and contrast information and ideas.

## **Standard 6 - Informational Text**

### **Grade Level Expectations**

**GLE 0101.6.1** Follow simple directions in a short informational text.

**GLE 0101.6.2** Identify the main ideas and supporting details of informational text.

**GLE 0101.6.3** Recognize that a variety of graphics can support informational text.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0101.6.1** Follow simple written directions to complete a task.
- ✓ **0101.6.2** Identify the main ideas and supporting details of informational texts.
- ✓ **0101.6.3** Explore a variety of informational texts (e.g., books, charts, newspapers, magazines).
- ✓ **0101.6.4** Recognize and use text features to comprehend informational texts (e.g., time lines, illustrations).

## **Standard 7 - Media**

### **Grade Level Expectations**

**GLE 0101.7.1** Explore a variety of media.

**GLE 0101.7.2** Recognize the ability of media to inform, persuade, and entertain.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0101.7.1** Experience and respond to a variety of media (e.g., books, audio, video, computer, illustrations).
- ✓ **0101.7.2** Visit libraries/media centers and regularly check out materials.
- ✓ **0101.7.3** Understand the main idea in a visual medium (e.g., pictures, cartoons, posters).
- ✓ **0101.7.4** Enhance oral presentations with a visual medium.

# Standard 8 - Literature

## Grade Level Expectations

**GLE 0101.8.1** Explore and experience various literary genres.

**GLE 0101.8.2** Employ a variety of basic reading comprehension strategies.

**GLE 0101.8.3** Develop reading fluency and accuracy.

**GLE 0101.8.4** Identify basic literary elements.

## Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.8.1** Read picture books, alphabet and number books, rhyming books, storybooks, fairy tales, poetry, and nonfiction text.
- ✓ **0101.8.2** Distinguish between fiction/nonfiction and fantasy/reality.
- ✓ **0101.8.3** Identify parts of a book (e.g., front cover and back cover, table of contents, index, glossary, title page, author, illustrator).
- ✓ **0101.8.4** Make predictions about text.
- ✓ **0101.8.5** Participate in the creation of graphic organizers.
- ✓ **0101.8.6** Derive meaning while reading by employing the following strategies:
  - Asking questions to clarify meaning.
  - Participating in discussions.
  - Predicting what will happen next.
  - Creating mental images.
  - Using illustrations to gain meaning.
  - Answering the five W + H questions (i.e., Who, What, When, Where, How, Why).
  - Relating knowledge from personal experience, and/or other text.
- ✓ **0101.8.7** Identify the characters, plot, and setting of a story.
- ✓ **0101.8.8** Participate in shared reading and small group guided reading.
- ✓ **0101.8.9** Read simple text containing familiar letter-sound correspondence and high frequency words.
- ✓ **0101.8.10** Read orally with fluency and accuracy.