

Thoughtful and effective planning throughout the school year is crucial for mastery of standards. Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire school year. (e.g., direct explicit instruction in whole and small group, learning centers, project-based learning, etc.)

NOTE: Standards noted in *red* indicate additions or revisions to the 1st grade TN State Standards.

1st Grade: Reading Foundational Skills

Standard	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
1.FL.PC.1 Print Concepts Demonstrate understanding of the organization and basic features of print.	a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.	Continue to practice and reinforce previous listed standards	Continue to practice and reinforce previous listed standards	Continue to practice and reinforce previous listed standards
1.FL.PA.2 Phonological Awareness Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<p>August – Mid-September</p> Review segmenting and blending with onset-rime. (PA Skills 4.1 and 4.2)	Continue to practice and reinforce phonemic awareness skills of: <ul style="list-style-type: none"> • phoneme blending • phoneme segmenting • phoneme addition • phoneme deletion • phoneme substitution 	Continue to practice and reinforce phonemic awareness skills of: <ul style="list-style-type: none"> • phoneme blending • phoneme segmenting • phoneme addition • phoneme deletion • phoneme substitution a. Distinguish long from short vowel sounds in spoken single-syllable words	Continue to practice and reinforce phonemic awareness skills of: <ul style="list-style-type: none"> • phoneme blending • phoneme segmenting • phoneme addition • phoneme deletion • phoneme substitution
	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends (PA Skill 5.5)			
	c. Isolate and produce initial, medial, and final sounds (phonemes) in spoken single-syllable words (PA Skill 5.1-5.4)			
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) (PA Skills 5.6-5.8)	Mastery of all phonological awareness skills is expected by October 31.		
	Review phonemic manipulation (PA Skills 5.9-5.11)			

1st Grade: Reading Foundational Skills (continued)				
Standard	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
1.FL.PWR.3 Phonics & Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. † partial standard	g. Recognize and read grade-appropriate irregularly spelled words <i>h. Read grade-level decodable text with purpose and understanding</i> <u>August – Mid-September</u> Review letter sound correspondence for automaticity. <u>Mid-September – October</u> b. Decode regularly spelled one-syllable words (VC/CVC/Closed Syllable) <i>Note: Blending should be fluent without rehearsal.</i>	g. Recognize and read grade-appropriate irregularly spelled words <i>h. Read grade-level decodable text with purpose and understanding</i> <u>November - December</u> b. Decode regularly spelled one-syllable words with beginning and final blends (e.g., CCVC, CCCVC, CVCC, CCVCC/Closed Syllable) f. Read words with inflectional endings d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word * e. Decode two-syllable words following basic patterns by breaking the words into syllables *	g. Recognize and read grade-appropriate irregularly spelled words <i>h. Read grade-level decodable text with purpose and understanding</i> <u>January</u> a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound) <u>February</u> c. Know vowel-consonant e pattern for representing long vowel sounds † <u>March</u> Know the open syllable pattern for representing long vowel sounds.	g. Recognize and read grade-appropriate irregularly spelled words <i>h. Read grade-level decodable text with purpose and understanding</i> <u>April</u> Decode common phonograms. <u>May</u> c. Know common vowel team conventions for representing long vowel sounds, <i>including r controlled vowels</i> † (Introduced in 1 st grade /Mastery in 2 nd grade)
	1.FL.WC.4 Word Composition Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	a. Use conventional spelling for <i>one syllable words</i> with common <i>consonant</i> spelling patterns. † (closed pattern – VC, CVC)	a. Use conventional spelling for <i>one syllable words</i> with <i>initial and final consonant blends</i> . † (closed pattern - CCVC, CCCVC, CVCC, CCVCC) c. <i>Spell words with inflectional endings.</i> d. <i>Spell two-syllable words that have two closed syllables.</i> †	a. Use conventional spelling for <i>one syllable words</i> with <i>consonant digraphs and double letters</i> . † b. Use conventional spelling for <i>one syllable words</i> with common <i>vowel</i> patterns including CVCe. † d. <i>Spell two-syllable words that are compounds.</i> †
<u>ONGOING STANDARDS TAUGHT AND REINFORCED EACH 9 WEEKS:</u> e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f. Write many common, frequently used words and some irregular words. g. Print all upper case and lowercase letters legibly.				

1 st Grade: Reading Foundational Skills (continued)				
Standard	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
1.FL.F.5 Fluency Read with sufficient accuracy and fluency to support comprehension. Linking standard: 2.SL.CC.1	End of 9 weeks goal: Level D	End of 9 weeks goal: Level F	End of 9 weeks goal: Level H	End of 9 weeks goal: Level I
	ONGOING STANDARDS TAUGHT AND REINFORCED EACH 9 WEEKS: a. Read grade level text with purpose and understanding. b. Read grade level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.			
Recommended Running Record Frequency: Emergent (A-G) every 2-4 weeks Upper Emergent (H-K) every 4-6 weeks Early Fluent (L-O) every 6-8 weeks Fluent (P and up) every 8-10 weeks		AIMSweb Winter Benchmark Goals 90 th percentile = 99 wcpm 75 th percentile = 67 wcpm 50 th percentile = 36 wcpm 25 th percentile = 19 wcpm 10 th percentile = 11 wcpm	Mid-Benchmark Goals 90 th percentile = 113 wcpm 75 th percentile = 82 wcpm 50 th percentile = 52 wcpm 25 th percentile = 30 wcpm 10 th percentile = 17 wcpm	AIMSweb Spring Benchmark Goals 90 th percentile = 126 wcpm 75 th percentile = 97 wcpm 50 th percentile = 67 wcpm 25 th percentile = 40 wcpm 10 th percentile = 22 wcpm
1.FL.SC.6 Sentence Composition Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. Linking standard: 2.SL.PKI.6	a. Use common nouns e. Use frequently occurring adjectives g. Use articles and demonstratives i. Produce and expand simple interrogative and declarative sentences j. Capitalize names of people and dates k. End sentences (interrogative and declarative) with correct punctuation.	a. Use common and proper nouns b. Use singular and plural nouns with correct verbs in basic sentences c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) i. Produce and expand simple interrogative, declarative, imperative, and exclamatory sentences k. End sentences with correct punctuation	a. Use common, proper, and possessive nouns d. Use verbs to convey a sense of past, present, and future f. Use frequently occurring conjunctions h. Use frequently occurring prepositions such as during, beyond, and toward i. Produce and expand simple interrogative, declarative, imperative, and exclamatory sentences	i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences l. Use commas to separate single words in a series
	NOTE: Continue to practice and reinforce all previously taught standards through speaking and writing			

1st Grade: Reading Foundational Skills (continued)				
Standard	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks
<p>1.FL.VA.7a Vocabulary Acquisition Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>Linking standards: 2.SL.CC.2, 2.SL.CC.3</p>	<p>a. Use sentence-level context as a clue to the meaning of a word or phrase</p>	<p>b. Use frequently occurring affixes as a clue to the meaning of a word</p>	<p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p>	<p>Continue to practice and reinforce all standards</p>
<p>1.FL.VA.7b Vocabulary Acquisition With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Linking standards: 2.SL.CC.2, 2.SL.CC.3</p>	<p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent</p> <p>b. Define words by category by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)</p> <p>c. Identify real-life connections between words and their use</p>	<p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings</p>	<p>Continue to practice and reinforce all standards</p>	<p>Continue to practice and reinforce all standards</p>
<p>1.FL.VA.7c Vocabulary Acquisition Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>Linking standards: 2.SL.CC.2, 2.SL.CC.3</p>	<p>Use words and phrases acquired through conversations, reading and being read to</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>

Reading Literature				
Standard	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>1.RL.KID.1 Key Ideas and Details Ask and answer questions about key details in a text.</p> <p>Linking standards: 2.SL.CC.1, 2.SL.CC.2, 2.SL.CC.3, 2.SL.PKI.4</p>	Ask and answer who and where questions.	Ask and answer what and when questions about a text.	Ask and answer how and why questions about a text.	Write or verbally ask and answers questions about a story.
<p>1.RL.KID.2 Key Ideas and Details Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>Linking standards: 2.SL.CC.1, 2.SL.PKI.4</p>	Retell a familiar story, including key details.	Retell a familiar story, including key details, and state the lesson.	Retell a familiar story, including key details, and state the central message.	Retell a familiar story, including key details, and explain the central message or lesson.
<p>1.RL.KID.3 Key Ideas and Details <i>Using graphic organizers or including written details and illustrations when developmentally appropriate,</i> describe characters, settings, and major events in a story using key details.</p> <p>Linking standards: 2.SL.CC.1, 2.SL.PKI.4</p>	Describe the characters, using key details.	Describe the characters and setting, using key details.	Describe characters, settings, and major events (beginning, middle, and end), using key details.	Describe characters, settings, and major events, including problem and solution, using key details.
<p>1.RL.CS.4 Craft and Structure Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Linking standard: 2.SL.CC.1</p>	Identify words or phrases in stories or poems that appeal to the senses.	Identify words or phrases in stories or poems that suggest feelings.	Identify words in stories or poems that appeal to the senses and suggest feeling.	Identify words and phrases in stories or poems that appeal to the senses and suggests feelings.
<p>1.RL.CS.5 Craft and Structure Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.</p> <p>Linking standard: 2.SL.CC.1</p>	Identify books that tell a story and explain features that make it so.	Identify a book that gives information and explain features that make it so.	Differentiate books that tell stories from books that give information when the books have similar topic.	Differentiate books that tell stories from books that give information when the books are about varied topics.
<p>1.RL.CS.6 Craft and Structure Identify who is telling the story at various points in a text.</p> <p>Linking standard: 2.SL.CC.1</p>	Identify who is speaking at a specific point in a story.	Identify part where the narrator is telling story and part where a character is speaking at a specific point in a story.	Identify part where the narrator is telling story and part where a character is speaking at a specific point in a story.	Identify who is speaking at a specific point in a chapter book read aloud.

Reading Literature (continued)				
Standard	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>1.RL.IKI.7 Integration of Knowledge and Ideas <i>Either in orally or in writing when appropriate</i>, use illustrations and words in a text to describe its characters, setting, or events.</p> <p>Linking standard: 2.SL.CC.1</p>	Describe characters using details from text and illustrations.	Describe settings using details from text and illustrations.	Describe major events (beginning, middle, and end) using details from text and illustrations.	Describe characters, settings, and major events, including problem and solution, using details from text and illustrations.
<p>1.RL.IKI.1.9 Integration of Knowledge and Ideas Compare and contrast the adventures and experiences of characters in stories, <i>including written details and illustrations when developmentally appropriate</i>.</p> <p>Linking standard: 2.SL.CC.1</p>	Compare the experiences of two characters within a single story.	Compare and contrast the experiences of characters within a single story.	Compare characters' experiences in two stories.	Compare and contrast characters' experiences in two stories.
<p>1.RL.RRTC.10 Range of Reading and Level of Text Complexity With prompting and support, read stories and poems of appropriate complexity for grade 1.</p> <p>Linking standards: 2.SL.CC.1, 2.SL.CC.2</p>	End of 9 weeks goal: Level D	End of 9 weeks goal: Level F	End of 9 weeks goal: Level H	End of 9 weeks goal: Level I

Reading Informational (continued)				
Standard	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>1.RI.KID.1 Key Ideas and Details Ask and answer questions about the text</p> <p>Linking standards: 2.SL.CC.1, 2.SL.CC.2, 2.SL.CC.3, 2.SL.PKI.4</p>	Ask and answer who and what questions about the text	Ask and answer when and where questions about a text	Ask and answer how and why questions about a text	Write and verbally ask and answer questions about a text
<p>1.RI.KID.2 Key Ideas and Details Identify the main topic and retell key details of a text</p> <p>Linking standards: 2.SL.CC.1, 2.SL.PKI.4</p>	Identify the main topic in a text.	Retell key details in a text.	Identify the main topic and retell key details in a text.	Identify the main topic and retell key details in a text.
<p>1.RI.KID.3 Key Ideas and Details <i>Using graphic organizers or including written details and illustrations when developmentally appropriate,</i> describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Linking standards: 2.SL.CC.1, 2.SL.PKI.4</p>	Describe connection between two individuals in a text.	Describe connection between two events in a text.	Describe connection between two pieces of information in a text.	Describe connection between two individuals, events, or pieces of information in a text.
<p>1.RI.CS.4 Craft and Structure Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>Linking standard: 2.SL.CC.1</p>	Answer questions to determine or clarify meaning of words in a text.	Ask and answer questions to determine or clarify meaning of words or phrases in a text.	Ask and answer questions to determine or clarify meaning of words or phrases in a text.	Ask and answer questions to determine or clarify meaning of words or phrases in a text.
<p>1.RI.CS.5 Craft and Structure Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>Linking standard: 2.SL.CC.1</p>	Identify headings, table of contents, and glossaries in a text	Use headings, table of contents, and glossaries to locate facts or information in a text.	Identify headings, table of contents, and glossaries and use them to locate facts or information in a text.	Identify and use electronic menus and icons to locate facts and information on websites.
<p>1.RI.CS.6 Craft and Structure Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Linking standard: 2.SL.CC.1</p>	Identify information provided by pictures/illustrations in a text.	Identify information provided by words in a text.	Distinguish between information provided by illustrations and information provided by the words in a text.	Distinguish between information provided by illustrations and information provided by the words in a text.

Reading Informational (continued)				
Standard	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>1.RI.IKI.7 Integration of Knowledge and Ideas <i>Either orally or in writing when appropriate,</i> use the illustrations and details in a text to describe its key ideas.</p> <p>Linking standards: 2.SL.CC.1, 2.SL.CC.2, 2.SL.PKI.5</p>	Use illustrations in text to describe key ideas.	Use details in text to describe key ideas in text.	Use illustrations and details in text to describe key ideas in text.	Use illustrations and details in text to describe key ideas in text.
<p>1.RI.IKI.8 Integration of Knowledge and Ideas Identify the reasons an author gives to support points in a text.</p> <p>Linking standards: 2.SL.CC.1, 2.SL.PKI.5</p>	Identify reasons an author gives to support points in a text.	Identify reasons an author gives to support points in a text.	Identify reasons an author gives to support points in a text.	Identify reasons an author gives to support points in a text.
<p>1.RI.IKI.9 Integration of Knowledge and Ideas Identify basic similarities in and differences between two texts on the same topic, <i>including written details and illustrations when developmentally appropriate.</i></p> <p>Linking standards: 2.SL.CC.1, 2.SL.PKI.5</p>	Identify basic similarities and differences in illustrations between two texts on the same topic.	Identify basic similarities and differences in descriptions between two texts on the same topic.	Identify basic similarities and differences in procedures between two texts on the same topic.	Identify basic similarities in and differences between two texts on the same topic.
<p>1.RI.RRTC.10 Range of Reading and Level of Text Complexity</p> <p>Linking standard: 2.SL.CC.1, 2.SL.CC.2</p>	End of 9 weeks goal: Level D	End of 9 weeks goal: Level F	End of 9 weeks goal: Level H	End of 9 weeks goal: Level I

Writing

At the first-grade level, reading and writing will develop together. Students will be given daily opportunities to write and read their writing. As their knowledge of letter-sound correspondence and their sight-word vocabulary increases, they will be able to use these skills to put their ideas and thoughts on paper. Students need to be encouraged to write for real purposes by writing such things as letters, notes, signs, stories, and labels. At this level, students will concentrate on writing in complete simple sentences, using basic conventions. With teacher guidance and support, they will also begin to revise and edit selected pieces of their writing for a specific audience.

Writing instruction IS: * Writing workshop * Teacher modeling * Goal setting/conferencing		* Shared writing * Writing process * Traits-based		Writing instruction IS NOT: * Free writing * Center Writing * Reading Response		* Handwriting Practice * Daily Oral Language * Sentence Correction	
Standard	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks			
1.W.TTP.1 Text Type and Protocol <i>With prompting and support</i> , write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure. Linking standard: 2.SL.CC.1	Weeks 1-3: Narrative Weeks 4-6: Informational Weeks 7-9: Opinion Focus piece: Narrative	Weeks 1-3: Narrative Weeks 4-6: Informational Weeks 7-9: Opinion Focus piece: Informative	Weeks 1-3: Narrative Weeks 4-6: Informational Weeks 7-9: Opinion Focus piece: Opinion	Weeks 1-3: Narrative Weeks 4-6: Informational Weeks 7-9: Opinion Continue to write, revise, edit, and publish all writing types.			
1.W.TTP.2 Text Type and Protocol <i>With prompting and support</i> , write informative/explanatory texts naming a topic, supplying some facts about the topic, and providing some sense of closure. Linking standards: 2.SL.CC.1, 2.SL.PKI.4	Prior to beginning formal writing instruction, procedures, routines, and expectations for Writer’s Workshop should be established.						
1.W.TTP.3 Text Type and Protocol <i>With prompting and support</i> , write narratives <i>recounting an event</i> , including some details <i>to describe actions, thoughts, and feelings</i> , use <i>time order</i> words to signal event order and provide some sense of closure. Linking standards: 2.SL.CC.1, 2.SL.PKI.4	The 1st Grade Writing Expectations should guide end of the year expectations for all 3 types of writing.						

Writing (continued)				
Standard	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>1.W.PDW.4 Production and Distribution of Writing <i>With guidance and support, produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in the standards above.)</i></p> <p>Linking Standards: 2.SL.PKI.4, 2.SL.PKI.6</p>	<p>Focus: Ideas and Organization</p> <p>Address conventions based on pacing of foundational literacy standards</p>	<p>Focus: Voice, Word Choice, Sentence Fluency</p> <p>Address conventions based on pacing of foundational literacy standards</p>	<p>Focus: Ideas and Organization</p> <p>Address conventions based on pacing of foundational literacy standards</p>	<p>Focus: Voice, Word Choice, Sentence Fluency</p> <p>Address conventions based on pacing of foundational literacy standards</p>
<p>1.W.PDW.5 Production and Distribution of Writing With guidance and support from adults, focus on a topic, respond to questions and suggestions from <i>others</i>, and add details to strengthen writing as needed.</p> <p>Linking standards: 2.SL.CC.1, 2.SL.PKI.6</p>	<p>Focus on a topic</p>	<p>Focus on a topic and respond to questions from peers</p>	<p>Focus on a topic and respond to questions and suggestions from peers</p>	<p>Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</p>
<p>1.W.PDW.6 Production and Distribution of Writing With guidance and support from adults, <i>explore</i> a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Linking standards: 2.SL.CC.1, 2.SL.PKI.5</p>	<p>Be introduced to a variety of digital tools to produce and publish writing</p>	<p>Become familiar with a variety of digital tools through teacher modeling to produce and publish writing</p>	<p>Begin to experiment with a variety of digital tools through shared writing to produce and publish writing.</p>	<p><i>Explore</i> a variety of digital tools to produce and publish writing</p>
<p>1.W.RBPK.7 Research to Build and Present Knowledge Participate in shared research and writing projects, such as exploring a number of “how-to” books on a given topic and using them to write a sequence of instructions.</p> <p>Linking standards: 2.SL.CC.1, 2.SL.PKI.4, 2.SL.PKI.5</p>	<p>Participate in shared research and writing within a whole group setting with teacher modeling</p>	<p>Participate in shared research and writing within guided writing groups with teacher support</p>	<p>Participate in shared research and writing with a small group or partner and orally present project</p>	<p>Publish a “how-to” piece of writing on a given topic that includes a sequence of instructions</p>
<p>1.WRBPK.8 Research to Build and Present Knowledge With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Linking standards: 2.SL.CC.1, 2.SL.CC.2</p>	<p>Participating in shared or guided reading, recall information from experiences</p>	<p>Working in small groups or with a partner, recall information from experiences to answer a question</p>	<p>Participating in shared or guided reading, gather information from provided sources to answer a question</p>	<p>Working in small groups or with a partner, gather information from provided sources to answer a question</p>
<p>1.W.RW.10 Range of Writing <i>With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.</i></p>	<p>Students should participate daily in Writing Workshop as well as write often across the curriculum.</p>	<p>Students should participate daily in Writing Workshop as well as write often across the curriculum.</p>	<p>Students should participate daily in Writing Workshop as well as write often across the curriculum.</p>	<p>Students should participate daily in Writing Workshop as well as write often across the curriculum.</p>

Speaking and Listening

“The Speaking and Listening standards serve as a bridge between reading and writing skills: in the ELA classroom, students share presentations, public speaking and participation in classroom discussions. These speaking and listen skills – like reading and writing skills – are founded upon the belief that students must *‘have words in order to use words.’*” (p.40 –TN Revised ELA Standards)

Note: Speaking and Listening standards should be **integrated daily** within the standards for foundational literacy, reading, and writing, as well as across all curricular areas.

Standard	Linking Standards
1.SL.CC.1 Comprehension and Collaboration Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	Foundational Literacy Standard 5 Reading Literature Standards 1-7, 9 Reading Informational Standards 1-10 Writing Standards 1-3, 5-8
1.SL.CC.2 Comprehension and Collaboration Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Foundational Literacy Standard 7 Reading Literature Standards 1, 10 Reading Informational Standards 1, 7, 10
1.SL.CC.3 Comprehension and Collaboration Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Foundational Literacy Standard 7 Reading Literature Standards 1 Reading Informational Standards 1
1.SL.PKI.4 Presentation of Knowledge and Ideas Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Reading Literature Standards 1-3 Reading Informational Standards 1-3 Writing Standards 2-3, 4, 7
1.SL.PKI.5 Presentation of Knowledge and Ideas Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	Reading Informational Standards 7, 8, 9 Writing Standards 6, 8
1.SL.PKI.6 Presentation of Knowledge and Ideas With prompting and support, speak in complete sentences when appropriate to task and situation.	Foundational Literacy Standard 6 Writing Standards 4-5