

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.

Foundational Literacy				
Standard	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>K.FL.PC.1 Print Concepts Demonstrate understanding of the organization and basic features of print.</p> <p>† partial standard</p>	<p>a. Follow words from left to right, top to bottom, and page-by-page.</p> <p>c. Understand that words are separated by spaces in print. †</p> <p>d. Recognize and name all upper and lower case letters of the alphabet in isolation and connected text (introduced)</p> <p>e. <i>Distinguish between pictures and words.</i></p>	<p>b. Recognize that spoken words are represented in specific sequences of letters.</p> <p>c. <i>Demonstrate one to one correspondence between voice and print.</i> †</p> <p>d. Recognize and name <u>all</u> upper and lower case letters of the alphabet in isolation and connected text.</p>	<p>Continue to reinforce and review concepts of print and letter recognition focusing on fluency.</p>	<p>Continue to reinforce and review concepts of print and letter recognition focusing on fluency.</p>
<p>K.FL.PA.2 Phonological Awareness Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>August PA Readiness Skills: Concepts and Terms Applying Language PA Skills 1.1-2.4</p> <p>September b. Count, pronounce, blend, and segment syllables in spoken words. PA Skills 3.1-3.9</p>	<p>October a. Recognize and <i>begin to</i> produce rhyming words. Blend and segment onsets and rimes of single- syllable spoken words. PA Skills 4.1-4.6</p> <p>November Isolate and pronounce the initial, medial, and final consonant sound (phonemes) <i>in two- and</i> three-phoneme (VC or CVC) excluding CVC words ending with /l/, /r/, or /x/. PA Skills 5.1-5.3</p> <p>December Orally blend 2- & 3-phoneme words. PA Skills 5.4-5.5</p>	<p>January - February Orally segment the individual phonemes in single syllable words of 2- to 4- phonemes. PA Skills 5.6-5.8</p> <p>March e. Add or deletion individual sounds (phonemes) in simple, one-syllable words to make new words. (continues 4th 9weeks) PA Skills 5.9-5.10</p>	<p>March e. Add or deletion individual sounds (phonemes) in simple, one-syllable words to make new words. (continued from 3rd 9 weeks) PA Skills 5.9-5.10</p> <p>April Substitute individual sounds (phonemes) in simple, one-syllable words to make new words. PA Skill 5.11</p> <p>May Continue to reinforce and review PA skills at the phoneme level.</p>

Foundational Literacy (continued)				
Standard	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>K.FL.PWR.3 Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>	<p>b. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. (Introduced)</p> <p>c. Read common high frequency words by sight (Dolch list)</p>	<p>b. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.</p> <p>c. Read common high frequency words by sight (Dolch list)</p> <p>e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., log/hog, cat/cap, sit/sat)</p>	<p>c. Read common high frequency words by sight (Dolch list)</p> <p>d. Decode regularly spelled CVC words.</p>	<p>e. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>NOTE: Short vowel sounds spelled with a, e, i, o, and u and long vowel sounds associated with single letters a, e, i, o, and y in words such as <u>me</u>, <u>he</u>, <u>be</u>, <u>so</u>, <u>no</u>, <u>hi</u>, and <u>my</u>. The long vowel-silent e pattern is a 1st grade standard and should <u>not</u> be a focus in Kindergarten.</p>
<p>K.FL.WC.4 Word Composition Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>† partial standard</p>	<p>b. Write a letter/letters for most consonant and short vowel sounds (phonemes).</p> <p>e. Identify the letters used to represent vowel phonemes and those used to represent consonants. †</p> <p>f. Write some common frequently used words (am, and, like, the).</p> <p>g. Print many upper and lowercase letters.</p>	<p>a. Write uppercase and lowercase manuscript letters from memory.</p> <p>b. Write a letter/letters for most consonant and short vowel sounds (phonemes).</p> <p>f. Write some common frequently used words (am, and, like, the).</p> <p>g. Print many upper and lowercase letters.</p>	<p>b. Write a letter/letters for most consonant and short vowel sounds (phonemes).</p> <p>c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.</p> <p>d. Spell VC (at, in) and CVC (pet, mud) words with short vowels. †</p> <p>f. Write some common frequently used words (am, and, like, the).</p> <p>g. Print many upper and lowercase letters.</p>	<p>b. Write a letter/letters for most consonant and short vowel sounds (phonemes).</p> <p>d. Spell V words (a, I) and CV words (be, go) with long vowels. †</p> <p>e. Know that every syllable has a vowel. †</p> <p>f. Write some common frequently used words (am, and, like, the).</p> <p>g. Print many upper and lowercase letters.</p>
<p>K.FL.F.5 Fluency Read with sufficient accuracy and fluency to support comprehension.</p> <p>Linking standard: K.SL.CC.1</p>		<p>a. Read emergent-reader texts with purpose and understanding.</p> <p>End of Quarter Goal: Level A</p>	<p>a. Read emergent-reader texts with purpose and understanding.</p> <p>End of Quarter Goal: Level B</p>	<p>a. Read emergent-reader texts with purpose and understanding.</p> <p>End of Quarter Goal: Level C</p>

Foundational Literacy (continued)				
Standard	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>K.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, <u>when writing with adult support.</u></p> <p>† partial standard</p> <p>Linking standard: K.SL.PK1.6</p>	<p>a. <i>With modeling or verbal prompts, orally produce complete sentences.</i></p> <p>c. Use frequently occurring nouns <i>when speaking and in shared language activities.</i> †</p> <p>e. Understand and use question words (interrogatives) <i>when speaking and in shared language activities.</i></p>	<p>c. Use frequently occurring verbs <i>when speaking and in shared language activities.</i> †</p> <p>d. Form regular plural nouns <i>when speaking and in shared language activities.</i></p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>g. Capitalize the first word in a sentence. †</p> <p>h. Recognize end punctuation. †</p>	<p>b. <i>Follow one-to-one correspondence between voice and print when writing a sentence.</i></p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>g. Capitalize the first word in a sentence and the pronoun I.</p> <p>h. Recognize and name end punctuation.</p>	<p>f. Use the most frequently occurring prepositions <i>when speaking and in shared language activities.</i></p>
<p>K.FL.VA.7a Vocabulary Acquisition and Use Determine or clarify the meaning of unknown multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.</p> <p>Linking standard: K.SL.CC.3</p>	<p>i. Identify new meanings for familiar words and apply them accurately.</p>	<p>i. Identify new meanings for familiar words and apply them accurately.</p> <p>ii. <u>Use</u> the most frequently occurring <u>inflections</u> and affixes (-ed, -s) as a clue to the meaning of the unknown word.</p>	<p>i. Identify new meanings for familiar words and apply them accurately.</p> <p>ii. Use the most frequently occurring inflections and affixes (re-, un-, pre-) as a clue to the meaning of the unknown word.</p>	<p>i. Identify new meanings for familiar words and apply them accurately.</p> <p>ii. Use the most frequently occurring inflections and affixes (-ful, -less) as a clue to the meaning of the unknown word.</p>
<p>K.FL.VA.7b Vocabulary Acquisition and Use With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>Linking standard: K.SL.CC.3</p>	<p>i. <u>Sort</u> common objects into categories <u>using pictures.</u></p> <p>ii. <u>Act out</u> antonyms (teacher observation).</p> <p>iii. Make real-life connections between words and their use.</p>	<p>i. Sort common objects into categories using pictures <u>and labeling.</u></p> <p>ii. <u>Draw</u> pictures to show antonyms.</p> <p>iii. Make real-life connections between words and their use.</p> <p>iv. Distinguish shades of meaning among verbs describing the same general action.</p>	<p>i. Sort common objects into categories using <u>words.</u></p> <p>ii. <u>Use</u> antonyms in <u>oral speaking activities.</u></p> <p>iii. Make real-life connections between words and their use.</p> <p>iv. Distinguish shades of meaning among verbs describing the same general action.</p>	<p>i. Sort common objects into categories by <u>furnishing words independently and writing words.</u></p> <p>ii. Use antonyms in <u>writing.</u></p> <p>iii. Make real-life connections between words and their use.</p> <p>iv. Distinguish shades of meaning among verbs describing the same general action.</p>

Foundational Literacy (continued)				
Standard	1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks
K.FL.VA.7c Vocabulary Acquisition and Use Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Linking standard: K.SL.CC.3	<u>Teacher</u> models using words and phrases acquired through conversations, reading, and being read to, and responding to texts.	<u>Students</u> begin using words and phrases acquired through conversations, reading, and being read to, and responding to texts <u>through collaborative activities</u> .	Students <u>demonstrate more fluency</u> when using words and phrases acquired through conversations, reading and being read to, and responding to texts through collaborative activities.	Students <u>are more fluent</u> when using words and phrases acquired through conversations, reading and being read to, and responding to texts through collaborative activities.

Note: Vocabulary standards are developed throughout the year through read-alouds of rich literature and informational text with a focus on vocabulary.

Reading Literature				
Standard	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
K.RL.KID.1 Key Ideas and Details With prompting and support, ask and answer questions about key details in a text. Linking standards: K.SL.CC.1, K.SL.CC.2, K.SL.CC.3, K.SL.PKI.4	<u>Understand</u> what a question is and how to answer it.	Ask and answer <u>who and what</u> questions about text during a read aloud and/or shared reading experience.	Ask and answer <u>who, what, when, or where</u> questions about a text during a read aloud, shared reading, and/or guided reading experience.	Ask and answer <u>who, what, when, where, how, and why</u> questions about a text during a read aloud, shared, and/or guided reading experience.
K.RL.KID.2 Key Ideas and Details With prompting and support, orally retell familiar stories, including key details. Linking standards: K.SL.CC.1, K.SL.PKI.4	<u>Listen</u> to familiar stories read aloud and participate in a <u>shared retelling</u> using pictures or objects.	Listen to familiar stories read aloud and participate in a <u>guided retelling</u> using pictures or objects.	<u>Retell</u> stories with key details from <u>teacher read alouds, shared, and/or guided reading.</u>	Retell stories with key details from <u>teacher read alouds, shared, guided and/or independent reading.</u>
K.RL.KID.3 Key Ideas and Details With prompting and support, orally identify characters, settings, and major events in a story. Linking standards: K.SL.CC.1, K.SL.PKI.4	Listen to stories read aloud, and identify the <u>characters</u> in the story.	Listen to stories read aloud, and identify the <u>characters and setting.</u>	Identify the <u>characters, setting, and major events</u> from <u>teacher read alouds, shared, and/or guided reading.</u>	Identify the characters, setting, and major events <u>from teacher read alouds, shared, guided and/or independent reading.</u>
K.RL.KID.4 Craft and Structure With prompting and support, ask and answer questions about unknown words in a text. Linking standard: K.SL.CC.1	<u>Teacher models</u> using prior knowledge and picture clues to determine unknown words in text that is read aloud.	<u>Teacher guides</u> students to use prior knowledge and picture clues and <u>models using context clues</u> to determine unknown words <u>in read alouds and/or shared reading.</u>	Teacher guides students to use prior knowledge, pictures, and context clues to determine unknown words <u>in read alouds, shared, and/or guided readings.</u>	<u>Student</u> uses prior knowledge, pictures, and context clues to determine unknown words <u>in read alouds, shared, guided, and/or independent reading.</u>
K.RL.KID.5 Craft and Structure Recognize common types of texts. Linking standard: K.SL.CC.1	<u>Teacher models</u> using text features to identify storybooks and poems.	<u>Teacher guides</u> students by using text features to identify storybooks and poems <u>during read alouds or shared reading.</u>	<u>Students</u> use text features to identify storybooks and poems <u>during read alouds, shared, and/or guided reading.</u>	Students use text features to identify storybooks and poems <u>during read alouds, shared, guided and/or independent reading.</u>

Reading Literature (continued)				
Standard	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>K.RL.CS.6 Craft and Structure With prompting and support, define the role of authors and illustrators in telling the story.</p> <p>Linking standard: K.SL.CC.1</p>	<p><u>Teacher models</u> identifying and defining the role of the author and illustrator <u>during read alouds</u>.</p>	<p><u>Teacher guides students in</u> identifying and defining the role of the author and illustrator <u>during read alouds and/or shared retelling</u>.</p>	<p><u>Students</u> will identify the author and illustrator and define their roles <u>during read alouds, shared, and/or guided reading</u>.</p>	<p>Students will identify the author and illustrator and define their roles <u>during read alouds, shared, guided, and/or independent reading</u>.</p>
<p>K.RL.IKI.7 Integration of Knowledge and Ideas With prompting and support, <i>orally</i> describe the relationship between illustrations and the story in which they appear.</p> <p>Linking standards: K.SL.CC.1, K.SL.CC.2</p>	<p><u>Teacher models</u> how the pictures tell what is happening in a story <u>during read alouds</u>.</p>	<p><u>Teacher guides students in</u> determining how the pictures tell what is happening in a story <u>during read alouds and/or shared reading</u>.</p>	<p><u>Students</u> will use pictures to tell what is happening in a story <u>during read alouds, shared, and/or guided reading</u>.</p>	<p>Students will use pictures to tell what is happening in a story <u>during read alouds, shared, guided, and/or independent reading</u>.</p>
<p>K.RL.IKI.9 Integration of Knowledge and Ideas With prompting and support, <i>orally</i> compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>Linking standards: K.SL.CC.1, K.SL.PKI.5</p>	<p><u>Teacher models</u> identifying adventures and experiences of characters <u>in familiar stories read aloud</u>.</p>	<p><u>Teacher guides students in</u> describing adventures and experiences of characters in familiar stories <u>during read alouds and/or shared readings</u>.</p>	<p>Teacher guides students in <u>comparing</u> the adventures and experiences of characters in familiar stories <u>during read alouds, shared, and/or guided reading</u>.</p>	<p>Teacher guides <u>comparing and contrasting</u> the adventures and experiences in a story <u>during read alouds, shared, guided, and/or independent reading</u>.</p>
<p>K.RL.RRTC.10 Range of Reading and Level of Text Complexity <i>With prompting and support, read stories and poems of appropriate complexity for Kindergarten.</i></p>		<p>End of Quarter Goal: Level A</p>	<p>End of Quarter Goal: Level B</p>	<p>End of Quarter Goal: Level C</p>

Reading Informational				
Standard	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>K.RI.KI.1 Key Ideas and Details With prompting and support, ask and answer questions about key details in a text.</p> <p>Linking standards: K.SL.CC.1, K.SL.CC.2, K.SL.CC.3, K.SL.PKI.4</p>	<p><u>Understand</u> what a question is and how to answer it.</p>	<p>Ask and answer <u>who and what</u> questions about text <u>during a read aloud and/or guided reading experience.</u></p>	<p>Ask and answer <u>who, what, when, or where</u> questions about a text during a read aloud, shared, and/or guided reading experience.</p>	<p>Ask and answer <u>who, what, when, where, how, and why</u> questions about a text during a read aloud, shared, and/or guided reading experience.</p>
<p>K.RI.KI.2 Key Ideas and Details With prompting and support, orally identify the main topic and retell key ideas of a text.</p> <p>Linking standards: K.SL.CC.1, K.SL.PKI.4</p>	<p><u>Understand</u> what key details are.</p>	<p><u>Identify</u> the main topic in a text <u>during a read aloud or guided reading.</u></p>	<p><u>Retell</u> key facts in a text during a read aloud, shared reading, and/or guided reading.</p>	<p><u>Identify</u> the main topic <u>and retell</u> key details in a text during a read aloud shared, guided reading, and/or</p>
<p>K.RI.KI.3 Key Ideas and Details With prompting and support, orally describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Linking standards: K.SL.CC.1, K.SL.PKI.4</p>	<p><u>Describe</u> the connections between <u>two individuals</u> in a text <u>during a read aloud.</u></p>	<p>Describe the connections between <u>two events</u> in a text <u>during a read aloud or guided reading.</u></p>	<p>Describe the connections between <u>two pieces of information</u> in a text during a read aloud, shared and/or guided reading.</p>	<p>Describe the connections between <u>two individuals, events, or pieces of information</u> in a text during a read aloud, shared, and/or guided reading.</p>
<p>K.RI.CS.4 Craft and Structure With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.</p> <p>Linking standard: K.SL.CC.1</p>	<p>With prompting and support, use picture clues to help determine the meaning of words and phrases.</p>	<p>With prompting and support, answer text dependent questions about the meaning of words and phrases during read alouds and shared readings.</p>	<p>With prompting and support, look for word parts to help determine the meaning of words and phrases during read alouds, shared, and guided readings.</p>	<p>With prompting and support, use context clues to help determine the meaning of words and phrases in read alouds, shared, guided, and/or independent reading.</p>

Reading Informational (continued)				
Standard	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>K.RI.CS.5 Craft and Structure <i>Know various text features.</i> Linking standard: K.SL.CC.1</p>	Identify front cover, back cover and title page of a book.	Identify table of contents, glossary, and index.	Identify headings, captions, charts, and graphs.	Identify flowcharts, maps, diagrams, and insets.
<p>K.RI.CS.6 Craft and Structure <i>With prompting and support,</i> define the role of an author or illustrator in presenting the ideas or information in a text. Linking standard: K.SL.CC.1</p>	<u>Teacher</u> defines the role of the author or illustrator during a read aloud.	<u>Student</u> defines the role of an author or illustrator of a text during a read aloud and/or shared reading experience.	Student defines the role of the author or illustrator of a text during a read aloud, shared, and/or guided reading.	Student defines the role of the author and illustrator of a text during a read aloud, shared, guided, and/or independent reading.
<p>K.RI.IKI.7 Integration of Knowledge and Ideas With prompting and support, <i>orally</i> describe the relationship between illustrations and the text in which they appear. Linking standards: K.SL.CC.1, K.SL.CC.2, K.SL.PKI.5</p>	<u>Identify</u> information provided by illustrations or words in a text read aloud.	<u>Distinguish differences</u> between words and illustrations in text <u>during a read aloud and/or shared reading.</u>	<u>Describe</u> how the illustrations support the text in which they appear during a read aloud, shared, and/or guided reading.	Describe how the illustrations support the text in which they appear during a read aloud, shared, and/or guided reading.
<p>K.RI.IKI.8 Integration of Knowledge and Ideas With prompting and support, identify the reasons an author gives to support points in a text. Linking standards: K.SL.CC.1, K.SL.PKI.5</p>	<u>Teacher</u> identifies reasons an author gives to support points in a text during a read aloud.	<u>Student</u> identifies reasons an author gives to support points in a text <u>during a read aloud and/or shared reading.</u>	Student identifies reasons an author gives to support points in a text during a read aloud, shared and/or guided reading.	Student identifies reasons an author gives to support points in a text during a read aloud, shared, and/or guided reading.

Reading Informational (continued)				
Standard	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>K.RI.IKI.9 Integration of Knowledge and Ideas With prompting and support, <i>orally</i> identify basic similarities in and differences between two texts on the same topic.</p> <p>Linking standards: K.SL.CC.1, K.SL.PKI.5</p>	<p><u>Teacher</u> models describing the similarities and differences between two texts.</p>	<p><u>Students orally</u> describe the similarities and differences in illustrations between two texts.</p>	<p>Students orally describe the similarities and differences in descriptions between two texts.</p>	<p>Students orally describe the similarities and differences in procedures between two texts.</p>
<p>K.RI.RRTC.10 Range of Reading and Level of Text Complexity <i>With prompting and support, read informational texts of appropriate complexity for Kindergarten.</i></p> <p>Linking standards: K.SL.CC.1, K.SL.CC.2</p>		<p>End of Quarter Goal: Level A</p>	<p>End of Quarter Goal: Level B</p>	<p>End of Quarter Goal: Level C</p>

Writing

At the kindergarten level, students will begin to build a connection between oral and written language. Awareness that spoken language can be written and written language can be read is a fundamental concept in communicating ideas. Students will learn to print with proper formation the uppercase and lowercase letters of the alphabet as well as their first and last names. Kindergarten writing reflects the students’ oral language. Students will communicate their ideas through drawings, scribbles, letter strings, letter approximations, words, and dictation to adults.

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
<p>K.W.TTP.1 (Text Types and Protocol)</p> <p><i>With prompting and support</i>, use a combination of drawing, dictating, and/or writing to compose opinion pieces.</p> <p>Linking standard: K.SL.CC.1</p>	<p><u>Listen</u> to mentor text and read aloud; participate in shared writing of opinion pieces.</p>	<p>Listen to mentor text read aloud; participate in shared writing of opinion pieces; <u>draw, dictate, and/or write an opinion about a topic or book.</u></p>	<p>Listen to mentor text read aloud; participate in shared writing of opinion pieces; draw, dictate, and write an opinion <u>and supply a reason for the opinion.</u></p> <p style="text-align: center;">Nine Week Focus</p>	<p>Listen to mentor text read aloud; participate in shared writing of opinion pieces; draw, dictate, and write an opinion, <u>supply a reason for opinion, and provide closure.</u></p>
<p>K.W.TTP.2 (Text Types and Protocol)</p> <p><i>With prompting and support</i>, use a combination of drawing, dictating, and/or writing to compose informative/ explanatory texts.</p> <p>Linking standard: K.SL.CC.1</p>	<p><u>Listen</u> to mentor text read aloud; participate in shared writing of informative/ explanatory pieces.</p>	<p>Listen to mentor text read aloud; participate in shared writing of informative/ explanatory pieces; <u>draw, dictate, and/or write about a specific topic.</u></p> <p style="text-align: center;">Nine Week Focus</p>	<p>Listen to mentor text read aloud; participate in shared writing of informative/ explanatory pieces; draw, dictate, <u>and</u> write about a specific topic.</p>	<p>Listen to mentor text read aloud; participate in shared writing of informative/ explanatory pieces; draw, dictate, and write about a specific topic, <u>and provide closure.</u></p>
<p>K.W.TTP.3 (Text Types and Protocol)</p> <p><i>With prompting and support</i>, use a combination of drawing, dictating, and/or writing to narrate a single event.</p> <p>Linking standard: K.SL.CC.1</p>	<p><u>Listen</u> to mentor text read aloud; participate in shared writing of narrative pieces; draw, dictate, and/or write to tell about a single event.</p> <p style="text-align: center;">Nine Week Focus</p>	<p>Listen to mentor text read aloud; participate in shared writing of narrative pieces; draw, dictate, and/or write <u>to tell about several loosely linked events.</u></p>	<p>Listen to mentor text read aloud; participate in shared writing of narrative pieces; draw, dictate, <u>and write to tell about events in sequential order.</u></p>	<p>Listen to mentor text read aloud; participate in shared writing of narrative pieces; draw, dictate, and write to tell about events in sequential order and provide a reaction to what happened.</p>

Writing (continued)				
Standard	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>K.W.PDW.4 Production and Distribution of Writing <i>With guidance and support, produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i></p> <p>Linking standard: K.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>K.W.PDW.5 Production and Distribution of Writing With guidance and support from adults, respond to questions and suggestions from <i>others</i>, and add details to strengthen writing as needed.</p> <p>Linking standards: K.SL.CC.1, K.SL.PKI.6</p>	<p>Students work toward goal(s) set by teacher during conferencing.</p>	<p>Students work toward goal(s) set by teacher <u>and/or others during conferencing.</u></p>	<p>Students work toward goal(s) set by teacher <u>and</u> others during conferencing.</p>	<p>Students work toward goal(s) set by teacher and others during conferencing.</p>
<p>K.W.PDW.6 Production and Distribution of Writing With guidance and support from adults, explore a variety of digital tools to produce and <i>share</i> writing, including in collaboration with peers.</p> <p>Linking standards: K.SL.CC.1, K.SL.PKI.5</p>	<p><u>Teacher models</u> double-clicking to open programs; students locate letters on keyboard to type first and last name.</p>	<p>Teacher models <u>caps lock, shift, backspace, and enter keys</u>; students locate letters on keyboard <u>to type simple words</u> (e.g., sight words or CVC words).</p>	<p><u>Students type simple sentences</u> with capital letter and period.</p>	<p>Students type <u>multiple sentences</u> with beginning capital letters and end marks; <u>print final draft</u> with adult assistance.</p>

Writing (continued)

Standard	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
<p>K.W.RBPK.7 (Research to Build and Present Knowledge) Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. Linking standards: K.SL.CC.1, K.SL.OKI.4</p>	<p><u>Teacher</u> reads aloud and models locating and writing about information in the text.</p>	<p>Teacher reads aloud and <u>guides students</u> in locating information; <u>students participate in shared writing</u>.</p>	<p><u>Students work in small groups to research, write, and share information</u> about a topic with guidance from the teacher.</p>	<p>Students <u>work independently</u> to research, write, and share information about a topic.</p>
<p>K.W.RBPK.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. Linking standards: K.SL.CC.1, K.SL.PKI.5</p>	<p><u>Teacher</u> reads aloud and models connecting prior knowledge and experiences to answer a question.</p>	<p>Teacher reads aloud and models <u>how to gather information from sources to answer a question</u>.</p>	<p>Teacher reads aloud and <u>guides students to connect prior knowledge and experiences</u> and gather information from sources to answer questions.</p>	<p><u>Students</u> connect prior knowledge and experiences and gather information from sources to answer a question.</p>
<p>K.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
K.SL.CC.1 Comprehension and Collaboration Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Foundational Literacy Standard 5 Reading Literature Standards 1-7, 9, 10 Reading Informational Standards 1-10 Writing Standards 1-3, 5-8
K.SL.CC.2 Comprehension and Collaboration Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key detail and requesting clarification if something is not understood.	Foundational Literacy Standard 7 Reading Literature Standards 1, 7, 10 Reading Informational Standards 1, 7, 10
K.SL.CC.3 Comprehension and Collaboration Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Foundational Literacy Standard 7 Reading Literature Standards 1 Reading Informational Standards 1
K.SL.PKI.4 Presentation of Knowledge and Ideas Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Reading Literature Standards 1-3 Reading Informational Standards 1-3 Writing Standards 2-3, 4, 7
K.SL.PKI.5 Presentation of Knowledge and Ideas Add drawings or other visual displays of descriptions as desired to provide additional detail.	Reading Informational Standards 7, 8, 9 Writing Standards 6, 8
K.SL.PKI.6 Presentation of Knowledge and Ideas <i>With guidance and support</i> , express thoughts, feelings, and ideas through speaking.	Foundational Literacy Standard 6 Writing Standards 4-5