

KEY: A=Assessed AN=Assessed As Needed *=Ongoing I=Introduced = Assessed on JCS Report Card

		Quarter																																								1	2	3	4																																													
HMH Modules	1										2										3										4										5										6										7										8										9									
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4																																										
READING STANDARDS																																																																																										
Key Ideas and Details- Standard #1																																																																																										
K.RL.KID.1	With prompting and support, ask and answer questions about key details in a text.																																									A		A																																														
K.RI.KID.1	With prompting and support, ask and answer questions about key details in a text.																																									A		A																																														
Key Ideas and Details- Standard #2																																																																																										
K.RL.KID.2	With prompting and support, orally retell familiar stories, including key details.																																									A	A	A																																														
K.RI.KID.2	With prompting and support, orally identify the main topic and retell key details of a text.																																									A	A	A																																														
Key Ideas and Details- Standard #3																																																																																										
K.RL.KID.3	With prompting and support, orally identify characters, setting, and major events in a story.																																									A	A	A																																														
K.RI.KID.3	With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.																																										A	A																																														
Craft and Structure- Standard #4																																																																																										
K.RL.CS.4	With prompting and support, ask and answer questions about unknown words in a text.																																								*	*	*	*																																														
K.RI.CS.4	With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.																																								*	*	*	*																																														
Craft and Structure- Standard #5																																																																																										
K.RL.CS.5	Recognize common types of texts.																																									A	A																																															
K.RI.CS.5	Know various text features.																																										A	A																																														
Craft and Structure- Standard #6																																																																																										
K.RL.CS.6	With prompting and support, define the role of authors and illustrators in the telling of a story.																																								*	*	*	*																																														

K.RI.CS.6	With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	*	*	*	*
Integration of Knowledge and Ideas- Standard #7					
K.RL.IKI.7	With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	A			
K.RI.IKI.7	With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	A			
Integration of Knowledge and Ideas- Standard #8					
K.RI.IKI.8	With prompting and support, identify the reasons an author provides to support points in a text.				A
Integration of Knowledge and Ideas- Standard #9					
K.RL.IKI.9	With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.			A	
K.RI.IKI.9	With prompting and support, orally identify basic similarities and differences between two texts written on the same topic.				A
Range of Reading and Level of Text Complexity- Standard #10					
K.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	*	*	*	*
K. RI.RRTC.10	With prompting and support, read informational texts of appropriate complexity for Kindergarten.	*	*	*	*
FOUNDATIONAL LITERACY STANDARDS					
Print Concepts- Standard #1					
K.FL.PC.1.a	Follow words from left to right, top to bottom, and page by page.		A		
K.FL.PC.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.	A			
K.FL.PC.1.c	Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.		A		
K.FL.PC.1.d	Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.	A	A	A	A
K.FL.PC.1.e	Distinguish between pictures and words.	A			
Phonological Awareness- Standard #2					
K.FL.PA.2.a	Recognize and begin to produce rhyming words.		A	A	
K.FL.PA.2.b	Count, pronounce, blend, and segment syllables in spoken words.	A			

K.FL.PA.2.c	Blend and segment onsets and rimes of single-syllable spoken words.		A	A	
K.FL.PA.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.		A		A
K.FL.PA.2.e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.				A
Phonics and Word Recognition- Standard #3					
K.FL.PWR.3.a	Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.	A	A	AN	AN
K.FL.PWR.3.b	Associate the long and short phonemes with common spellings for the five major vowels.	A	A	A	A
K.FL.PWR.3.c	Read common high-frequency words by sight.	A	A	A	A
K.FL.PWR.3.d	Decode regularly spelled CVC words.				A
K.FL.PWR.3.e	Distinguish between similarly spelled words by identifying the letters that differ.	*	*	*	*
Word Composition- Standard #4					
K.FL.WC.4.a	Write uppercase and lowercase manuscript letters from memory.	A	A	A	A
K.FL.WC.4.b	Write a letter/letters for most consonant and short vowel sounds (phonemes).	A	A	A	A
K.FL.WC.4.c	Represent phonemes first to last in simple words using letters (graphemes) such as <i>rop</i> for <i>rope</i> .		A	A	A
K.FL.WC.4.d	Spell VC (<i>at, in</i>) and CVC (<i>pet, mud</i>) words with short vowels; spell V (<i>a, l</i>) and CV (<i>be, go</i>) words with long vowels.			A	A
K.FL.WC.4.e	Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.			A	A
K.FL.WC.4.f	Write some common, frequently used words (<i>am, and, like, the</i>).	A	A	A	A
K.FL.WC.4.g	Print many upper and lowercase letters.	*	*	*	*
Fluency- Standard #5					
K.FL.F.5a	Read emergent-reader texts with purpose and understanding.		A		A
Sentence Composition- Standard #6					
K.FL.SC.6.a	With modeling or verbal prompts, orally produce complete sentences.		A		
K.FL.SC.6.b	Follow one-to-one correspondence between voice and print when writing a sentence.		A	A	A
K.FL.SC.6.c	Use frequently occurring nouns and verbs when speaking and in shared language activities.				A
K.FL.SC.6.d	Form regular plural nouns when speaking and in shared language activities.			A	
K.FL.SC.6.e	Understand and use question words (interrogatives) when speaking and in shared language activities.			A	

K.FL.SC.6.f	Use the most frequently occurring prepositions when speaking and in shared language activities.			A	
K.FL.SC.6.g	Produce and expand complete sentences in shared language activities.		A		A
K.FL.SC.6.h	Capitalize the first words in a sentence and the pronoun <i>I</i> .			A	A
K.FL.SC.6.i	Recognize and name end punctuation.			A	A
Vocabulary Acquisition- Standard #7					
K.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.				
K.FL.VA.7a.i	Identify new meanings for familiar words and apply them accurately.	*	*	*	*
K.FL.VA.7a.ii	Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.		A		
K.FL.VA.7b	With guidance and support from adults, explore word relationships and nuances in word meanings.				
K.FL.VA.7b.i	Sort common objects into categories to gain a sense of the concepts the categories represent.		A		
K.FL.VA.7b.ii	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.		A		
K.FL.VA.7b.iii	Make real-life connections between words and their use.	*	*	*	*
K.FL.VA.7b.iv	Distinguish shades of meaning among verbs describing the same general action.		A		
K.FL.VA.7c.a	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	*	*	*	*
WRITING STANDARDS					
Text Types and Protocol- Standard #1					
K.W.TTP.1	With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.	I	A		
Text Types and Protocol- Standard #2					
K.W.TTP.2	With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.	I			A
Text Types and Protocol- Standard #3					
K.W.TTP.3	With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.	I		A	
Production and Distribution of Writing- Standard #4					
K.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	*	*	*	*

	Production and Distribution of Writing- Standard #5				
K.W.PDW.5	With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.	*	*	*	*
	Production and Distribution of Writing- Standard #6				
K.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.			*	*
	Research to Build and Present Knowledge- Standard #7				
K.W.RBPK.7	Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.		*		A
	Research to Build and Present Knowledge- Standard #8				
K.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		*		A
	Research to Build and Present Knowledge- Standard #9				
N/A	(Begins in Grade 3)	N/A			
	Range of Writing- Standard #10				
K.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	*	*	*	*
SPEAKING AND LISTENING STANDARDS					
	Comprehension and Collaboration- Standard #1				
K.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	*	*	*	*
	Comprehension and Collaboration- Standard #2				
K.SL.CC.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.	*	*	*	*
	Comprehension and Collaboration- Standard #3				
K.SL.CC.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	*	*	*	*
	Presentation of Knowledge and Ideas- Standard #4				
K.SL.PKI.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	*	*	*	*

	Presentation of Knowledge and Ideas- Standard #5				
K.SL.PKI.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	*	*	*	*
	Presentation of Knowledge and Ideas- Standard #6				
K.SL.PKI.6	With guidance and support, express thoughts, feelings, and ideas through speaking.	A	A	A	A

Tennessee Academic Standards for Quarter One

ELA: Kindergarten

STANDARDS ASSESSED IN QUARTER 1

READING STANDARDS

K.RL.CS.6: With prompting and support, define the role of authors and illustrators in the telling of a story.
(INTRODUCE, NOT FORMALLY ASSESSED)

K.RI.CS.6: With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text. (INTRODUCE, NOT FORMALLY ASSESSED)

K.RL.IKI.7: With prompting and support, orally describe the relationship between illustrations and the story in which they appear.

K.RI.IKI.7: With prompting and support, orally describe the relationship between illustrations and the text in which they appear.

FOUNDATIONAL LITERACY STANDARDS

K.FL.PC.1.b: Recognize that spoken words are represented in written language by specific sequences of letters.

K.FL.PC.1.d: Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.

K.FL.PC.1.e: Distinguish between pictures and words.

K.FL.PA.2.b: Count, pronounce, blend, and segment syllables in spoken words.

K.FL.PWR.3.a: Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.

K.FL.PWR.3.b: Associate the long and short phonemes with common spellings for the five major vowels.

K.FL.PWR.3.c: Read common high-frequency words by sight.

K.FL.WC.4.a: Write uppercase and lowercase manuscript letters from memory.

K.FL.WC.4.b: Write a letter/letters for most consonant and short vowel sounds (phonemes).

K.FL.WC.4.f: Write some common, frequently used words (*am, and, like, the*).

WRITING STANDARDS

*** No Mode of Writing Assessed in Quarter 1 ***

Teach & Assess Basics of Written Expression:

Drawing a Complete Picture

Expressing Thoughts, Feelings, & Ideas Through Speaking (Complete Sentences)

Using Learned Letter-Sound Correspondences to Spell Simple Words

Writing Learned High-Frequency Words

Writing a Simple Sentence

K.SL.PKI.6: With guidance and support, express thoughts, feelings, and ideas through speaking.

* Highlighted Standards Assessed on JCS Report Card *

Tennessee Academic Standards for Quarter Two

ELA: Kindergarten

STANDARDS ASSESSED IN QUARTER 2

READING STANDARDS

K.RL.KID.1: With prompting and support, ask and answer questions about key details in a text.

K.RI.KID.1: With prompting and support, ask and answer questions about key details in a text.

K.RL.KID.2: With prompting and support, orally retell familiar stories, including key details.

K.RI.KID.2: With prompting and support, orally identify the main topic and retell key details of a text.

K.RL.KID.3: With prompting and support, orally identify characters, setting, and major events in a story.

K.RL.CS.5: Recognize common types of texts.

FOUNDATIONAL LITERACY STANDARDS

K.FL.PC.1.a: Follow words from left to right, top to bottom, and page by page.

K.FL.PC.1.c: Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.

K.FL.PC.1.d: Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.

K.FL.PA.2.a: Recognize and begin to produce rhyming words.

K.FL.PA.2.c: Blend and segment onsets and rimes of single-syllable spoken words.

K.FL.PA.2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.

K.FL.PWR.3.a: Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.

K.FL.PWR.3.b: Associate the long and short phonemes with common spellings for the five major vowels.

K.FL.PWR.3.c: Read common high-frequency words by sight.

K.FL.WC.4.a: Write uppercase and lowercase manuscript letters from memory.

K.FL.WC.4.b: Write a letter/letters for most consonant and short vowel sounds (phonemes).

K.FL.WC.4.c: Represent phonemes first to last in simple words using letters (graphemes) such as *rop* for *rope*.

K.FL.WC.4.f: Write some common, frequently used words (*am, and, like, the*).

K.FL.F.5.a: Read emergent-reader texts with purpose and understanding.

K.FL.SC.6.a: With modeling or verbal prompts, orally produce complete sentences.

K.FL.SC.6.b: Follow one-to-one correspondence between voice and print when writing a sentence.

K.FL.SC.6.g: Produce and expand complete sentences in shared language activities.

K.FL.VA.7a.ii: Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

K.FL.VA.7b.i: Sort common objects into categories to gain a sense of the concepts the categories represent.

K.FL.VA.7b.ii: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

K.FL.VA.7b.iv: Distinguish shades of meaning among verbs describing the same general action.

WRITING STANDARDS

K.W.TTP.1: With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.

K.SL.PKI.6: With guidance and support, express thoughts, feelings, and ideas through speaking.

* Highlighted Standards Assessed on JCS Report Card *

Tennessee Academic Standards for Quarter Three

ELA: Kindergarten

STANDARDS ASSESSED IN QUARTER 3

READING STANDARDS

K.RL.KID.2: With prompting and support, orally retell familiar stories, including key details.

K.RI.KID.2: With prompting and support, orally identify the main topic and retell key details of a text.

K.RL.KID.3: With prompting and support, orally identify characters, setting, and major events in a story.

K.RI.KID.3: With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.

K.RL.CS.5: Recognize common types of texts.

K.RI.CS.5: Know various text features.

K.RL.CS.6: With prompting and support, define the role of authors and illustrators in the telling of a story. (REVIEW, NOT FORMALLY ASSESSED)

K.RI.CS.6: With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text. (REVIEW, NOT FORMALLY ASSESSED)

K.RL.IKI.9: With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.

FOUNDATIONAL LITERACY STANDARDS

K.FL.PC.1.d: Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.

K.FL.PA.2.a: Recognize and begin to produce rhyming words.

K.FL.PA.2.c: Blend and segment onsets and rimes of single-syllable spoken words.

***K.FL.PWR.3.a:** Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. **(Assess Only As Needed)**

K.FL.PWR.3.b: Associate the long and short phonemes with common spellings for the five major vowels.

K.FL.PWR.3.c: Read common high-frequency words by sight.

K.FL.WC.4.a: Write uppercase and lowercase manuscript letters from memory.

K.FL.WC.4.b: Write a letter/letters for most consonant and short vowel sounds (phonemes).

K.FL.WC.4.c: Represent phonemes first to last in simple words using letters (graphemes) such as *rop* for *rope*.

K.FL.WC.4.d: Spell VC (*at, in*) and CVC (*pet, mud*) words with short vowels; spell V (*a, l*) and CV (*be, go*) words with long vowels.

K.FL.WC.4.e: Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.

K.FL.WC.4.f: Write some common, frequently used words (*am, and, like, the*).

K.FL.SC.6.b: Follow one-to-one correspondence between voice and print when writing a sentence.

K.FL.SC.6.d: Form regular plural nouns when speaking and in shared language activities.

K.FL.SC.6.e: Understand and use question words (interrogatives) when speaking and in shared language activities.

K.FL.SC.6.f: Use the most frequently occurring prepositions when speaking and in shared language activities.

K.FL.SC.6.h: Capitalize the first words in a sentence and the pronoun *I*.

K.FL.SC.6.i: Recognize and name end punctuation.

WRITING STANDARDS

K.W.TTP.3: With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.

K.SL.PKI.6: With guidance and support, express thoughts, feelings, and ideas through speaking.

* Highlighted Standards Assessed on JCS Report Card *

Tennessee Academic Standards for Quarter Four

ELA: Kindergarten

STANDARDS ASSESSED IN QUARTER 4

READING STANDARDS

K.RL.KID.1: With prompting and support, ask and answer questions about key details in a text.

K.RI.KID.1: With prompting and support, ask and answer questions about key details in a text.

K.RL.KID.2: With prompting and support, orally retell familiar stories, including key details.

K.RI.KID.2: With prompting and support, orally identify the main topic and retell key details of a text.

K.RL.KID.3: With prompting and support, orally identify characters, setting, and major events in a story.

K.RI.KID.3: With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.

K.RI.CS.5: Know various text features.

K.RI.IKI.8: With prompting and support, identify the reasons an author provides to support points in a text.

K.RI.IKI.9: With prompting and support, orally identify basic similarities and differences between two texts written on the same topic.

FOUNDATIONAL LITERACY STANDARDS

K.FL.PC.1.d: Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.

K.FL.PA.2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.

K.FL.PA.2.e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

***K.FL.PWR.3.a:** Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. **(Assess Only As Needed)**

K.FL.PWR.3.b: Associate the long and short phonemes with common spellings for the five major vowels.

K.FL.PWR.3.c: Read common high-frequency words by sight.

K.FL.PWR.3.d: Decode regularly spelled CVC words.

K.FL.WC.4.a: Write uppercase and lowercase manuscript letters from memory.

K.FL.WC.4.b: Write a letter/letters for most consonant and short vowel sounds (phonemes).

K.FL.WC.4.c: Represent phonemes first to last in simple words using letters (graphemes) such as *rop* for *rope*.

K.FL.WC.4.d: Spell VC (*at, in*) and CVC (*pet, mud*) words with short vowels; **spell V (*a, l*) and CV (*be, go*) words with long vowels.**

K.FL.WC.4.e: Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.

K.FL.WC.4.f: Write some common, frequently used words (*am, and, like, the*).

K.FL.F.5.a: Read emergent-reader texts with purpose and understanding.

K.FL.SC.6.b: Follow one-to-one correspondence between voice and print when writing a sentence.

K.FL.SC.6.c: Use frequently occurring nouns and verbs when speaking and in shared language activities.

K.FL.SC.6.g: Produce and expand complete sentences in shared language activities.

K.FL.SC.6.h: Capitalize the first words in a sentence and the pronoun *I*.

K.FL.SC.6.i: Recognize and name end punctuation.

WRITING STANDARDS

K.W.TTP.2: With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.

K.SL.PKI.6: With guidance and support, express thoughts, feelings, and ideas through speaking.

* Highlighted Standards Assessed on JCS Report Card *