



KEY: I = Introduced A=Assessed *=Ongoing

ENGLISH LANGAUGE ARTS

ENGLISH LANGAUGE ARTS														Quarter		1	2	3	4																			
HMH Modules	1			2			3			4			5			6			7			8			9			10			11	12						
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Optional	Optional			
READING STANDARDS																																						
Key Ideas and Details- Standard #1																																						
1.RL.KID.1	Ask and answer questions about key details in a text.																												A		A							
1.RI.KID.1	Ask and answer questions about key details in a text.																												A		A							
Key Ideas and Details- Standard #2																																						
1.RL.KID.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.																													A								
1.RI.KID.2	Identify the main topic and retell key details of a text.																													A								
Key Ideas and Details- Standard #3																																						
1.RL.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.																											A										
1.RI.KID.3	Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.																												A		A							
Craft and Structure- Standard #4																																						
1.RL.CS.4	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.																													A								
1.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.																													A								

Craft and Structure- Standard #5					
1.RL.CS.5	Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	A			
1.RI.CS.5	Know and use various text features to locate key facts or information in a text.		A		A
Craft and Structure- Standard #6					
1.RL.CS.6	Identify who is telling the story at various points in a text.			A	
1.RI.CS.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		A		
Integration of Knowledge and Ideas- Standard #7					
1.RL.IKI.7	Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	A			
1.RI.IKI.7	Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	A			
Integration of Knowledge and Ideas- Standard #8					
1.RI.IKI.8	Identify the reasons an author provides to support points in a text.		A		
Integration of Knowledge and Ideas- Standard #9					
1.RL.IKI.9	Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.			A	
1.RI.IKI.9	Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.		A		
Range of Reading and Level of Text Complexity- Standard #10					
1.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for grade 1.	*	*	*	*
1.RI.RRTC.10	With prompting and support, read informational texts of appropriate complexity for grade 1.	*	*	*	*

FOUNDATIONAL LITERACY STANDARDS

Print Concepts- Standard #1					
1.FL.PC.1.a	Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.	*	*	*	*
Phonological Awareness- Standard #2					
1.FL.PA.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.		A	A	
1.FL.PA.2.b	Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.	A			
1.FL.PA.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	A			
1.FL.PA.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		A		
Phonics and Word Recognition- Standard #3					
1.FL.PWR.3.a	Know the sound-spelling correspondence for common consonant digraphs.		A		
1.FL.PWR.3.b	Decode regularly spelled one-syllable words.	A			
1.FL.PWR.3.c	Know the final -e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels .		I	A	A
1.FL.PWR.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.				A
1.FL.PWR.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.				A
1.FL.PWR.3.f	Read words with inflectional endings.			A	
1.FL.PWR.3.g	Recognize and read grade-appropriate irregularly spelled words.	*	*	*	*
1.FL.PWR.3.h	Read grade-level decodable text with purpose and understanding.	*	*	*	*
Word Composition- Standard #4					
1.FL.WC.4.a	Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs , double letters , and initial and final consonant blends .	A <small>(Double Final Consonants)</small>	A		A <small>(MS Spelling Changes)</small>
1.FL.WC.4.b	Use conventional spelling for one-syllable words with common vowel spelling patterns including CVCe , common vowel teams , final -y , and r-controlled vowels .		I	A	A
1.FL.WC.4.c	Spell words with inflectional endings.				A

1.FL.WC.4.d	Spell two-syllable words that end in <i>-y</i> or <i>-ly</i> , are compounds, or have two closed syllables.				A
1.FL.WC.4.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	*	*	*	*
1.FL.WC.4.f	Write many common, frequently used words and some irregular words.	A	A	A	A
1.FL.WC.4.g	Print all upper and lowercase letters.	A	A	A	A
Fluency- Standard #5					
1.FL.F.5.a	Read grade-level text with purpose and understanding.	A	A	A	A
1.FL.F.5.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	A	A	A	A
1.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	A	A	A	A
Sentence Composition- Standard #6					
1.FL.SC.6.a	Use common , proper , and possessive nouns.	A	A	A	
1.FL.SC.6.b	Use singular and plural nouns with correct verbs in basic sentences.		A		
1.FL.SC.6.c	Use personal , possessive , and indefinite pronouns.			A	A
1.FL.SC.6.d	Use verbs to convey a sense of past, present, and future.			A	
1.FL.SC.6.e	Use frequently occurring adjectives.			A	
1.FL.SC.6.f	Use frequently occurring conjunctions.				A
1.FL.SC.6.g	Use articles and demonstratives.			A	
1.FL.SC.6.h	Use frequently occurring prepositions, such as <i>during</i> , <i>beyond</i> , and <i>toward</i> .			A	
1.FL.SC.6.i	Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		A	A	
1.FL.SC.6.j	Capitalize names of people and dates.		A		
1.FL.SC.6.k	End sentences with correct punctuation.	A	A	A	A
1.FL.SC.6.l	Use commas in dates and to separate single words in a series.				A
Vocabulary Acquisition- Standard #7					
1.FL.VA.7a	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.				
1.FL.VA.7a.i	Use sentence-level context as a clue to the meaning of a word or phrase.	A			
1.FL.VA.7a.ii	Use frequently occurring affixes as a clue to the meaning of a word.				A
1.FL.VA.7a.iii	Identify frequently occurring root words and their inflectional forms.				A

1.FL.VA.7b	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.				
1.FL.VA.7b.i	Sort words into categories to gain a sense of the concepts the categories represent.	A			
1.FL.VA.7b.ii	Define words by category and by one or more key attributes.	A			
1.FL.VA.7b.iii	Identify real-life connections between words and their use.	*	*	*	*
1.FL.VA.7b.iv	Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.			A	
1.FL.VA.7c	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.		*	*	*
WRITING STANDARDS					
Text Types and Protocol- Standard #1					
1.W.TTP.1	With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.			A	
Text Types and Protocol- Standard #2					
1.W.TTP.2	With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.		A		
Text Types and Protocol- Standard #3					
1.W.TTP.3	With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure (Personal & Imaginative).	A		A	
Production and Distribution of Writing- Standard #4					
1.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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	*	*	*	*
Production and Distribution of Writing- Standard #5					
1.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.	*	*	*	*
Production and Distribution of Writing- Standard #6					
1.W.PDW.6	With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.	*	*	*	*

	Research to Build and Present Knowledge- Standard #7				
1.W.RBPK.7	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.				A
	Research to Build and Present Knowledge- Standard #8				
1.W.RBPK.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	*	*	*	*
	Research to Build and Present Knowledge- Standard #9				
1.W.RBPK.9	(Begins in Grade 3)	N/A			
	Range of Writing- Standard #10				
1.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				
1.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1 st grade topics and texts.	*	*	*	*
	Comprehension and Collaboration- Standard #2				
1.SL.CC.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	*	*	*	*
	Comprehension and Collaboration- Standard #3				
1.SL.CC.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	*	*	*	*
	Presentation of Knowledge and Ideas- Standard #4				
1.SL.PKI.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	*	*	*	*
	Presentation of Knowledge and Ideas- Standard #5				
1.SL.PKI.5	Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.	*	*	*	*
	Presentation of Knowledge and Ideas- Standard #6				
1.SL.PKI.6	With prompting and support, speak in complete sentences when appropriate to task and situation.	*	*	*	*

Tennessee Academic Standards for Quarter One

ELA: First Grade

STANDARDS ASSESSED IN QUARTER 1

READING STANDARDS

1.RL.KID.3: Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.

1.RL.CS.5: Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.

1.RL.IKI.7: Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.

1.RI.IKI.7: Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.

FOUNDATIONAL LITERACY STANDARDS

1.FL.PA.2.b: Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.

1.FL.PA.2.c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

1.FL.PWR.3.b: Decode regularly spelled one-syllable words.

1.FL.WC.4.a: Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, **double letters**, and initial and final consonant blends. (**Double Final Consonants**)

1.FL.WC.4.f: Write many common, frequently used words and some irregular words.

1.FL.WC.4.g: Print all upper and lowercase letters.

1.FL.F.5.a: Read grade-level text with purpose and understanding.

1.FL.F.5.b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

1.FL.F.5.c: Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

1.FL.SC.6.a: Use **common**, proper, and possessive nouns.

1.FL.SC.6.k: End sentences with correct punctuation.

1.FL.VA.7a.i: Use sentence-level context as a clue to the meaning of a word or phrase.

1.FL.VA.7b.i: Sort words into categories to gain a sense of the concepts the categories represent.

1.FL.VA.7b.ii: Define words by category and by one or more key attributes.

ONGOING FOUNDATIONAL LITERACY STANDARDS

1.FL.PWR.3.g: Recognize and read grade-appropriate irregularly spelled words.

1.FL.PWR.3.h: Read grade-level decodable text with purpose and understanding.

1.FL.WC.4.e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

1.FL.VA.7b.iii: Identify real-life connections between words and their use.

WRITING STANDARDS

1.FL.SC.6.i: Produce and expand **simple** and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (Introduce)

1.W.TTP.3: With prompting and support, write **personal** narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.

Tennessee Academic Standards for Quarter Two

ELA: First Grade

STANDARDS ASSESSED IN QUARTER 2

READING STANDARDS

1.RL.KID.1: Ask and answer questions about key details in a text.

1.RI.KID.1: Ask and answer questions about key details in a text.

1.RI.KID.3: Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.

1.RI.CS.5: Know and use various text features to locate key facts or information in a text.

1.RI.CS.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

1.RI.IKI.8: Identify the reasons an author provides to support points in a text.

1.RI.IKI.9: Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.

FOUNDATIONAL LITERACY STANDARDS

1.FL.PA.2.a: Distinguish long from short vowel sounds in spoken single-syllable words.

1.FL.PA.2.d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

1.FL.PWR.3.a: Know the sound-spelling correspondence for common consonant digraphs.

1.FL.PWR.3.c: Know the **final -e** and common vowel team conventions for representing long vowel sounds, including *r*-controlled vowels. **(Final -e Patterns for Long Vowels Informally Introduced)**

1.FL.WC.4.a: Use conventional spelling for one-syllable words with common consonant spelling patterns, including **consonant digraphs**, double letters, and **initial and final consonant blends**.

1.FL.WC.4.b: Use conventional spelling for one-syllable words with common vowel spelling patterns including **CVCe**, common vowel teams, final *-y*, and *r*-controlled vowels. **(Final -e Patterns for Long Vowels Informally Introduced)**

1.FL.WC.4.f: Write many common, frequently used words and some irregular words.

1.FL.WC.4.g: Print all upper and lowercase letters.

1.FL.F.5.a: Read grade-level text with purpose and understanding.

1.FL.F.5.b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

1.FL.F.5.c: Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

1.FL.SC.6.a: Use common, **proper**, and possessive nouns.

1.FL.SC.6.b: Use singular and plural nouns with correct verbs in basic sentences.

1.FL.SC.6.i: Produce and expand **simple** and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.FL.SC.6.j: Capitalize names of people and dates.

1.FL.SC.6.k: End sentences with correct punctuation.

ONGOING FOUNDATIONAL LITERACY STANDARDS

1.FL.PWR.3.g: Recognize and read grade-appropriate irregularly spelled words.

1.FL.PWR.3.h: Read grade-level decodable text with purpose and understanding.

1.FL.WC.4.e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

1.FL.VA.7b.iii: Identify real-life connections between words and their use.

1.FL.VA.7c: 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.

WRITING STANDARDS

1.FL.SC.6.i: Produce and expand **simple** and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (Assess)

1.W.TTP.2: With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.

Tennessee Academic Standards for Quarter Three

ELA: First Grade

STANDARDS ASSESSED IN QUARTER 3

READING STANDARDS

1.RL.KID.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.RI.KID.2: Identify the main topic and retell key details of a text.

1.RL.CS.4: Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.

1.RI.CS.4: Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.

1.RL.CS.6: Identify who is telling the story at various points in a text.

1.RL.IKI.9: Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.

FOUNDATIONAL LITERACY STANDARDS

1.FL.PA.2.a: Distinguish long from short vowel sounds in spoken single-syllable words.

1.FL.PWR.3.c: Know the **final -e** and **common vowel team conventions** for representing long vowel sounds, including *r*-controlled vowels.

1.FL.PWR.3.f: Read words with inflectional endings.

1.FL.WC.4.b: Use conventional spelling for one-syllable words with common vowel spelling patterns including **CVCe**, **common vowel teams**, final *-y*, and *r*-controlled vowels.

1.FL.WC.4.f: Write many common, frequently used words and some irregular words.

1.FL.WC.4.g: Print all upper and lowercase letters.

1.FL.F.5.a: Read grade-level text with purpose and understanding.

1.FL.F.5.b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

1.FL.F.5.c: Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

1.FL.SC.6.a: Use common, proper, and **possessive** nouns.

1.FL.SC.6.c: Use **personal**, possessive, and indefinite pronouns.

1.FL.SC.6.d: Use verbs to convey a sense of past, present, and future.

1.FL.SC.6.e: Use frequently occurring adjectives.

1.FL.SC.6.g: Use articles and demonstratives.

1.FL.SC.6.h: Use frequently occurring prepositions, such as *during*, *beyond*, and *toward*.

1.FL.SC.6.i: Produce and expand simple and **compound** declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.FL.SC.6.k: End sentences with correct punctuation.

1.FL.VA.7b.iv: Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.

ONGOING FOUNDATIONAL LITERACY STANDARDS

1.FL.PWR.3.g: Recognize and read grade-appropriate irregularly spelled words.

1.FL.PWR.3.h: Read grade-level decodable text with purpose and understanding.

1.FL.WC.4.e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

1.FL.VA.7b.iii: Identify real-life connections between words and their use.

1.FL.VA.7c: 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.

WRITING STANDARDS

1.FL.SC.6.i: Produce and expand simple and **compound** declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (Introduce & Assess)

1.W.TTP.1: With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.

1.W.TTP.3: With prompting and support, write **imaginative** narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.

Tennessee Academic Standards for Quarter Four

ELA: First Grade

STANDARDS ASSESSED IN QUARTER 4

READING STANDARDS

1.RL.KID.1: Ask and answer questions about key details in a text.

1.RI.KID.1: Ask and answer questions about key details in a text.

1.RI.KID.3: Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.

1.RI.CS.5: Know and use various text features to locate key facts or information in a text.

FOUNDATIONAL LITERACY STANDARDS

1.FL.PWR.3.c: Know the final -e and common vowel team conventions for representing long vowel sounds, including **r-controlled vowels**.

1.FL.PWR.3.d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

1.FL.PWR.3.e: Decode two-syllable words following basic patterns by breaking the words into syllables.

1.FL.WC.4.a: Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, **double letters**, and initial and final consonant blends. (**Spelling Changes in Multisyllable Words**)

1.FL.WC.4.b: Use conventional spelling for one-syllable words with common vowel spelling patterns including CVCe, common vowel teams, **final -y**, and **r-controlled vowels**.

1.FL.WC.4.c: Spell words with inflectional endings.

1.FL.WC.4.d: Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.

1.FL.WC.4.f: Write many common, frequently used words and some irregular words.

1.FL.WC.4.g: Print all upper and lowercase letters.

1.FL.F.5.a: Read grade-level text with purpose and understanding.

1.FL.F.5.b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

1.FL.F.5.c: Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

1.FL.SC.6.c: Use personal, **possessive**, and **indefinite** pronouns.

1.FL.SC.6.f: Use frequently occurring conjunctions.

1.FL.SC.6.k: End sentences with correct punctuation.

1.FL.SC.6.l: Use commas in dates and to separate single words in a series.

1.FL.VA.7a.ii: Use frequently occurring affixes as a clue to the meaning of a word.

1.FL.VA.7a.iii: Identify frequently occurring root words and their inflectional forms.

ONGOING FOUNDATIONAL LITERACY STANDARDS

1.FL.PWR.3.g: Recognize and read grade-appropriate irregularly spelled words.

1.FL.PWR.3.h: Read grade-level decodable text with purpose and understanding.

1.FL.WC.4.e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

1.FL.VA.7b.iii: Identify real-life connections between words and their use.

1.FL.VA.7c: 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.

WRITING STANDARDS

Review & Assess as
Needed/Appropriate

1.W.TTP.1: With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.

1.W.TTP.2: With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.

1.W.TTP.3: With prompting and support, write **personal** and **imaginative** narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.

1.W.RBPK.7: 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.