

A Blueprint for Learning

The *Blueprint for Learning* is a companion document for the Tennessee Curriculum Standards which are located at www.tennessee.gov/education. Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

Key features of the reformatted version are:

- All grades for each content area are provided in the same manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
 - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

LANGUAGE ARTS
First Grade

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text.

Oral Language/Decoding

Key	Reporting Category	
D		Expand oral language through vocabulary instruction and experiences.
D		Implement rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
D		Understand, follow, and give oral directions.
D		Participate in group discussions.
D		Participate in creative responses to text (e.g., choral reading, discussion, and drama).
D		Respond to questions from teacher and other group members.
I		Begin to narrate a personal story.
D		Dramatize or retell what has been learned, heard, or experienced.
D		Use familiar texts for recitations (e.g., stories and poems).
D		Listen attentively to speaker for specific information.
D		Use appropriate listening skills (e.g., do not interrupt, face speaker, and ask questions).
D		Listen and respond to a variety of media (e.g., books, audio tapes, and videos).
D		Recognize the difference between formal and informal languages.
D		Understand and follow simple, three-step oral directions.
D		Understand that printed materials provide information.
D		Demonstrate directionality by reading left to right and top to bottom.
I		Track print when being read to aloud.
D		Read and explain own writings and drawings.
I		Identify parts of a book (e.g., title page, table of contents).
I		Recognize that groups of words make sentences.
D		Recognize words that begin with the same sounds.
D		Recognize words that end with the same sounds.
D		Identify rhyming words.
D		Blend sounds together to form one-syllable words.
D		Segment one-syllable words into sounds.
I		Change targeted sounds to modify or change words.
D		Show awareness of syllables by clapping, counting, or moving objects.
D		Use knowledge of letter-sound correspondence and meaning of parts of words (e.g., affixes, roots, compounds, and contractions) to decode grade appropriate words.
D		Decode phonetically regular, one-syllable words.

KEY

I = Introduced D = Developing A = State Assessed M = Mastered

REPORTING CATEGORY

**C = Content G = Grammar MG = Meaning T = Techniques and Skills V = Vocabulary
WO=Writing Organization WP = Writing Process**

**NOTE: "A" Indicates the state curriculum (CRT or Writing) assessment only.
All the skills ("I" ... "D" ... "A" ... "M") are addressed in classroom assessment.**

D	Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).
I	Apply long and short vowel rules when decoding.
I	Begin to decode unknown words automatically.
I	Begin to read orally with accuracy and confidence using appropriate pacing, intonation, and expression.
I	Reflect punctuation of written text while reading orally.
I	Participate in guided, oral readings.
D	Demonstrate the automatic recognition of high frequency words.
I	Read with increasing fluency and confidence from a variety of texts through paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes.
I	Read independently daily.
D	Recite familiar texts to develop fluency, expression, accuracy, and confidence.
D	Participate in shared reading.
D	Manipulate word families, word walls, and word sorts.
I	Match oral words to written words.
D	Recognize rhyme in Mother Goose and other rhyming books.
D	Retell a story in correct sequence (e.g., using books, videos, and films).
I	Retell stories in their own words using sequencing words (e.g., first, next, and last).
D	Share storybooks, poems, newspapers, and environmental print.
I	Identify favorite stories, informational text, authors, and illustrators.
D	Recognize a variety of print items as sources of information (e.g., books, magazines, maps, charts, and graphs).
D	Recognize sources of information (e.g., books, maps, graphs, and charts).
D	Visit libraries/media centers and regularly check out materials.

Comprehension

D	Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.
D	Build vocabulary through frequent read-alouds.
I	Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues, and structural analysis.
D	Develop a purpose for listening/reading.
D	Participate in activities to build background knowledge to derive meaning from text.
D	Make predictions about text.
D	Use illustrations to preview text.
D	Ask questions about the text.
I	Recognize errors in reading as they occur and self-correct.
D	Participate in discussions about text and relate to personal experiences.
D	Create graphic organizers (e.g., charts, lists).
D	Predict and adjust outcomes during read-alouds.
D	Recall three to four-step sequence of events.

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D	Draw conclusions based on what has been read.
D	Recognize main idea in pictures, picture books, and texts.
I	Use graphic organizers to aid in understanding material from informational text (e.g., charts, graphs, and web).
D	Visit libraries to use and view appropriate material.
I	Begin to develop content specific vocabulary.
I	Use text features to locate information (e.g., maps, charts, illustrations, and tables of contents).
I	Read for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency).
D	Read and view various types of literature (e.g., picture books, storybooks, fairy tales, poetry, and lyrics to songs) and media (e.g., illustrations, the arts, films, and videos).
I	Explore nonfiction.
I	Identify characters, events, and settings in print and nonprint text.
I	Recognize main character(s) in print and nonprint text.
I	Determine whether a selection is real or fantasy.
D	Explore a wide variety of literature through read-alouds, tapes, and independent reading.
I	Identify favorite stories, informational text, authors, and illustrators.
I	Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).
I	Determine the problem in a story and discover its solution.

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

D	Brainstorm ideas with teacher and peers.
D	Draw pictures to generate ideas.
D	Construct graphic organizers (e.g., webs, charts, and diagrams) as a small or large group to organize information.
D	Use a variety of sources to gather information.
I	Compose first drafts using appropriate parts of the writing process with an emphasis on planning and self-correction.
I	Write in complete, coherent sentences.
D	Use descriptive words when writing.
I	Arrange events in logical/sequential order when writing or dictating.
D	Participate in teacher-led experience stories.
I	Reread draft and delete extraneous information.
I	Vary sentence types.
I	Apply elements of language (e.g., end marks, capitalization) and use complete sentences when writing and editing.
I	Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, and student generated word books) to support the writing process.
I	Identify words or phrases that could be added to clarify meaning after writing or dictating a story.
D	Use a simple rubric to evaluate writing/pictures and group work (e.g., happy face, stickers).

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D		Discuss and react to writing.
I		Create readable documents with legible handwriting.
D		Review personal collection to determine progress.
D		Use technology to publish writing.
D		Share completed work.
D		Write to entertain and inform (e.g., stories, poems simple directions, journals, and friendly letters).
I		Write group stories with a beginning, middle, and end.

Product

I		Prepare a variety of written work (e.g., published books, classroom books, and experience stories).
D		Share completed work.
I		Create individual and classroom books.
I		Incorporate illustrations and photographs.
I		Write simple stories.
D		Write short accounts of personal experiences.
I		Summarize concepts presented in science (e.g., illustration, dictating sentences, or composing simple sentences).
D		Write stories using concepts presented in social studies.
D		Write to acquire and exhibit knowledge (e.g., word families, numbers, shapes, sensory words, and sentences).
I		Write in math journals, create math stories, and write explanations for problem solving.
D		Participate in shared writings about the arts and class activities.
D		Write, when given time, place, and materials.
D		Maintain, with teacher assistance, samples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, and student-made books).
D		Dictate stories (e.g., to tape recorder, adult, or older student).
I		Write different endings to a story.
I		Summarize a story using simple sentences and illustrations.
I		Create class books based on literature selections.
D		Create and/or use an illustration, sign, or rebus symbols to respond to literature.
D		Write friendly notes, messages, and in journals.
I		Write stories, rhymes, and poems.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

I		Use nouns appropriately (e.g., singular and plural, possessive).
I		Use verbs (action words) appropriately (e.g., tense and agreement with simple subject).
D		Use pronouns appropriately (e.g., subject and object agreement).
I		Use adjectives appropriately (e.g., vivid description words).
I		Capitalize the first word of a sentence, first and last names, pronoun "I" and proper nouns.
D		Use correct punctuation at the end of simple declarative sentences and questions.

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I	Identify and use contractions.
D	Write legibly in manuscript, using proper spacing between letters of a word and words of a sentence.
I	Spell high frequency words correctly.
D	Spell words correctly as appropriate to grade level.
I	Spell three- and four-letter short vowel words and phonetically spell sight words correctly.
I	Alphabetize words to the first letter.
I	Begin to develop dictionary skills through the use of a picture dictionary.
D	Use complete and coherent sentences when speaking.
I	Identify complete sentences.
I	Write a simple sentence.
I	Identify and correct incomplete sentences.
I	Combine two simple sentences into a compound sentence using the word "and."
I	Identify statements and questions by noting ending punctuation when writing and intonation when speaking.
I	Add endings to base words (e.g., -s, -ed, -es, -ing).
I	Identify simple abbreviations.
I	Understand punctuation (e.g., period, question mark).
I	Use knowledge of letter sounds, word parts, and word segmentation to monitor and correct spelling.
D	Use temporary spelling to spell independently as necessary.

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