

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
Fifth Grade

READING

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

Oral Language/Decoding

Key	Reporting Category	
M		Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
M		Use established rules for conversation (e.g., do not interrupt, ask questions, and provide appropriate feedback).
M		Understand, follow, and give oral, multi-step directions that may include illustrations.
M		Formulate and respond to questions from teachers and other group members.
M		Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
M		Summarize orally what has been learned or accomplished after completing an activity or assignment.
D		Create and deliver an oral presentation (including an introduction and conclusion) that uses visual aids and comes from several sources.
D		Use different voice levels and speech patterns for informal discussions and formal reports.
D		Interpret and use a variety of nonverbal communication (e.g., gestures, facial expression, and posture).
D		Present and/or perform original or published literary work with a group and/or individually.
D		Participate in recitations of assigned/self-selected passages.
A	T	Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, and tables of content).
A	T	Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, and sidebars).
D		Recognize different forms of text (e.g., poems, plays, drama, letters, ads, journalism, historical fiction, biographies, and autobiographies).
D		Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, sound effects, books on tape, and read alouds).
D		Understand rhyming patterns in printed materials.
A	T	Identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme and repetition).
A	V	Recognize root words, prefixes, suffixes and syllabication as aids in determining meaning within context.
D		Understand, recognize, and use spelling patterns and word families to decode words.
D		Decode unknown grade level words using learned strategies and verify word meaning within the context.
A	V	Recognize and use grade appropriate vocabulary within context.
D		Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, echo reading, and reader's theater).
D		Read with fluency and confidence from a variety of text, (e.g., poetry, drama, newspapers, novels, and textbooks).
D		Participate in guided oral reading.
D		Read orally using appropriate pronunciation, expression, and rate.
D		Adjust speed based on the purpose for reading and reading level.
D		Read independently daily.

KEY

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Comprehension

D		Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.
D		Build vocabulary through frequent read alouds.
D		Infer word meaning using roots, prefixes, and suffixes.
A	V	Determine word meanings within context.
A	V	Identify compound words, contractions, and common abbreviations within text.
A	V	Select appropriate synonyms, antonyms and homonyms within context.
D		Foster word consciousness (e.g., word play, word walls, and word sorts).
A	V	Determine the correct meaning/usage of multiple-meaning words within context.
A	V	Select a logical word to complete an analogy using synonyms, antonyms, categories, and subcategories.
D		Explore the impact of vocabulary in evaluating ideas, information, and experience.
I		Use word origins to determine the meaning of unknown words (e.g., Latin and Greek roots, meanings of commonly used foreign words).
D		Build vocabulary by reading from a wide variety of text and literary genres.
D		Set a purpose for reading (e.g., to understand, to interpret, to enjoy, and to solve problems to locate specific information to discover models for writing).
D		Utilize reference sources to build background for reading.
D		Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing, and outlining).
D		Explore significant words to be encountered in selected/assigned text.
M		Preview text using text features (e.g., illustrations/pictures, captions, graphs, diagrams, and headings).
D		Make predictions about text using text features (e.g., title, author, illustrations, and text format).
A	MG	Recognize reasonable predictions of future events within a given context.
D		Relate text to prior personal and historical experiences, current events, as well as previously read print and nonprint media.
A	MG	Select questions used to focus and clarify thinking before, during, and after reading the text.
D		Predict outcomes based upon prior knowledge and adjust appropriately.
D		Use metacognitive and self-monitoring strategies to improve comprehension (e.g., rereading identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
D		Create mental images.
D		Express reactions and personal opinions to a selection.
D		Make inferences and recognize unstated assumptions.
D		Verify or modify the pre-reading purpose.
D		Draw conclusions based on evidence gained.
A	C	Identify the sequence of events in fiction and nonfiction selections.
A	MG	Select stated or implied main idea and supporting details from text.
A	C	Identify the author's purposes (i.e., to inform or to entertain).
D		Discuss similarities and differences in events and/or characters using evidence cited in three or more texts.
D		Select, prioritize, and organize information to meet a specific purpose.
D		State reasonable generalizations in reference to two or more texts on a similar topic.
A	T	Identify information to support opinions, predictions, and conclusions.
A	MG	Identify stated or implied cause and effect relationships.
A	MG	Distinguish between elements of fact/opinion and reality/fiction.
A	T	Identify similes, metaphors, personification, and hyperbole in context.
D		Identify idioms and imagery.

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D		Recognize a common theme between two passages.
A	C	Determine whether the theme is stated or implied within a passage.
D		Reflect upon comprehension strategies utilized to make meaning from text.
D		Use appropriate reference sources in various formats (e.g., interviews with family, community leaders, and government leaders; encyclopedias; card/electronic catalogs; almanacs; newspapers; and periodicals).
D		Use media (e.g., photographs, videos, films, the arts, on-line catalogs, nonfiction books, encyclopedias, CD-ROM references, and internet) to view, read, and represent information.
D		Use current technology as a research and communication tool for personal interest, research, and clarification.
D		Understand a variety of informational texts which include primary sources (e.g., autobiographical sketches, letters and diaries, directions, and internet sites).
D		Use the dictionary, glossary, thesaurus, and other word-referenced materials.
D		Skim materials to develop a general overview of content or to locate specific information.
D		Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, timelines, and outlines).
D		Develop notes that include important concepts, summaries, paraphrase, and identification of reference sources.
D		Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, newspapers, and periodicals) on daily life.
I		Identify the techniques of propaganda (i.e., bandwagon, loaded words, and testimonials).
D		Gather and record information on a research topic using three or more sources.
D		Develop and maintain vocabulary specific to content and to current events.
D		Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).
D		Use self correction strategies while reading (e.g., pausing, rereading, consulting other sources, and asking for help).
D		Determine and evaluate the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies, news reports and films).
D		Read for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency.
A	C	Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies and autobiographies).
D		Predict and determine the sequence of events in a story including possible problems and solutions.
A	C	Identify setting, characters, and plot in a passage.
A	C	Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.
A	C	Identify, using a graphic organizer, placement of events.
I		Identify the conflict of the plot.
I		Interpret a character's feelings and identify his motives.
I		Trace changes in the main character and describe how this affects the plot.
A	MG	Determine inferences from selected passages.
I		Identify how cultural, ethnic, and historical eras are represented in print and nonprint texts.
D		Compare and contrast events and characters using evidence cited from print and nonprint text(s).
D		Compare and contrast different versions of the same stories/events that reflect different cultures and/or different perspectives.
A	C	Select the appropriate summary statement for a given passage.
D		Retell a story from a different point of view.
A	C	Recognize that a story is told from the first person point of view.
D		Understand the way in which figurative language is used to derive meaning from text (e.g., personification, simile, metaphor, imagery, hyperbole).
D		Visit libraries/media centers and book fairs to explore books.

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D		Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, genres, and recommendation of others).
D		Read daily from self-selected materials.
D		Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, and artistic expressions).
D		Maintain a personal reading list or reading log/journal to reflect reading progress and accomplishments.
D		Experience and develop an awareness of literature that reflects a diverse society.
D		Choose to read as a leisure activity.

WRITING

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

Process

D		Generate and focus ideas through brainstorming and peer discussions.
D		Use print and nonprint materials along with prior knowledge to provide background for writing.
A	WP	Complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) to group ideas for writing.
D		Develop notes that include important concepts.
D		Construct an outline with main ideas and supporting details.
A	WO	Supply a missing piece of information in an outline.
A	WA	Select, limit, and refine a writing topic.
D		Determine appropriate audience.
A	WP	Identify the purpose for writing (i.e., to entertain, to inform, and to report).
D		Select format based on purpose.
A	WP	Identify the audience for which a piece of text is written.
A	WA	Develop and write a paragraph topic sentence with supporting details.
D		Maintain focus of topic with specific relevant supporting details.
A	WP	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
A	WO	Select details that support a topic sentence.
A	WO	Select an appropriate concluding sentence for a well-developed paragraph.
A	WA	Demonstrate syntactic variety when writing.
A	WP	Select the best way to combine sentences to provide syntactic variety within context.
A	WO	Arrange multi-paragraphed work of exposition (e.g., persuasion, compare/contrast) in a logical and coherent order.
A	WO	Rearrange sentences to form a sequential, coherent paragraph.
A	WP	Identify the sentence irrelevant to a paragraph's theme or flow.
A	WO	Rearrange paragraphs in a narrative writing selection in sequential or chronological order.
A	WO	Select appropriate time order or transitional words/phrases to enhance the flow of a writing sample.
A	WA	Use appropriate transitional words and devices when writing.
D		Use correct page format (e.g., paragraphs, margins, indentations, and titles).
A	WA	Revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information.
D		Use precise language including vivid words and figurative language.
D		Produce multiple drafts.
A	WA	Edit writing for the elements of language.
D		Proofread using reference materials and technology.
D		Create readable documents.

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D		Develop and use classroom rubrics for written work.
D		Use the state assessment rubric to make appropriate suggestions for improvement.
D		Participate in peer review and editing.
D		Review personal collection to determine progress.
D		Acknowledge and discuss diversity of individual writing styles.
D		Incorporate photos, illustrations, charts, tables, or graphs.
A	WO	Select the best title for a written selection.
D		Use technology for publishing individual and group work.
D		Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, and newspapers/periodicals).
D		Write with developed characters, setting, and plot.
D		Maintain focus of topic with specific, relevant supporting details.
A	WA	Incorporate figurative language, vivid description, active voice verbs, sensory details, and personal observations to display facility in the use of language.
D		Elaborate through the use of sensory details, vivid words, and figurative language to establish a context that enables reader to visualize an event or experience.
A	WA	Explain and/or illustrate key ideas when writing.
D		Develop an identifiable voice.
D		Use classroom/state rubric as a guide for writing narrative accounts.
D		Investigate content specific topics to gather information and write.
A	T	Identify the most reliable sources of information for preparing a report or project.
D		Use experiences from the arts to write creatively and expressively.
A	WA	Express thoughts and feelings using colorful, fully elaborated descriptions using vivid and active words.
A	WP	Choose vivid and active words when writing.
D		View, read, or listen to examples of various writing styles.
D		Compare and contrast literary works.

Product

A	WA	Compose narratives (e.g., to entertain, inform, and report).
D		Write frequently in the narrative mode.
A	WA	Write well-developed, organized, and coherent essays in response to narrative prompts.
A	WA	Write an effective concluding paragraph for a well-developed essay.
D		Write to inform a particular audience about a specific issue.
D		Write a descriptive paragraph to create a visual image.
I		Write in the expository mode.
D		Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, and enhance communication).
D		Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor, and historical fiction).
D		Compose and respond to original questions and/or problems from all content areas.
D		Explain procedures used to solve problems encountered in content areas (e.g., science experiments, math problems, and map/globe activities).
D		Write poems and stories based upon personal reflections, observations, and experiences.
D		Write a letter to/as a character in a written work.
D		Create an optional ending for a story.
D		Retell a story from a different point of view.

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D		Write a reader's response to a literary work.
D		Write creative, imaginative, and original responses to literature (e.g., poems, raps, songs, and stories).
D		Write narratives with vivid, sensory details.
D		Write descriptive papers which include vivid words and figurative language.
D		Write expository paragraphs that include multiple steps or examples to support explanation.
D		Write an essay to compare/contrast two or more people, places, things, or ideas.
D		Create a variety of poems.
D		Write a research report using multiple sources and notes taken from those sources citing titles and authors.
D		Write friendly and business letters.
I		Write journalistic articles.
D		Use journal entries to demonstrate level of understanding.
D		Write an autobiographical account.

ELEMENTS OF LANGUAGE

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

A	G	Identify the correct use within context of the following : <ul style="list-style-type: none"> nouns (i.e., singular/plural; possessives; predicate nouns, nouns as objects); pronouns (i.e., agreement, subject, object); verbs (i.e., action/linking, regular/irregular, agreement, tenses); adjectives (e.g., common/proper, comparative forms, predicate adjectives); adverbs (e.g., comparative forms, negatives).
D		Use nouns appropriately (common/proper).
D		Use pronouns appropriately (agreement with antecedent, reflexive, possessive, and correct pronoun case).
D		Use verbs appropriately (be/have, verb phrases, agreement with subject in person, and number).
D		Use adjectives appropriately (demonstrative adjectives and proper comparative forms).
D		Use adverbs appropriately, adverbs of degree, (e.g., too and very).
A	G	Identify sentences with correct subject-verb agreement (person/number).
I		Use prepositions appropriately (e.g., place prepositional phrases in correct location within the sentence).
D		Use conjunctions appropriately (e.g., coordinating).
A	G	Choose the most appropriate interjections to complete a sentence.
A	G	Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).
D		Recognize usage errors occurring within context (troublesome words {affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn}).
D		Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.
D		Capitalize correctly sentence beginnings, proper nouns and adjectives, titles and abbreviations, quotations, and parts of friendly letters and business letters.
M		Use correct end of sentence punctuation (e.g., period, question mark).
A	G	Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) within context.
A	G	Identify the correct use of colons (i.e., in business letters and preceding a list of items).
D		Demonstrate knowledge of the correct use of colons (between the hour and minute and after the greeting of a business letter) and semi-colons (in combining sentences) and quotation marks in titles.
A	G	Choose the correct use of quotation marks and commas in direct quotations.
A	G	Identify the correct spelling of plurals and possessives.

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D		Form contractions correctly.
D		Abbreviate words correctly.
D		Continue to write legibly.
D		Spell high-frequency words correctly.
A	G	Identify correctly or incorrectly spelled words in context.
D		Spell correctly words in content specific vocabulary.
D		Recognize misspelled words in the context of sentences.
D		Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.
D		Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, and charts).
D		Identify correctly spelled homonyms within the context of sentences or phrases.
D		Proofread and edit for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.
D		Develop a consciousness toward correct spelling across all subject areas.
D		Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order, and correct placement of more detailed words and phrases).
A	WP	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semi-colons, and periods to join or separate elements) within context.
A	WP	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, and introductory phrases and/or clauses).
D		Combine simple sentences into compound sentences.
D		Combine sentences using compound subjects and/or predicates.
A	WP	Select the best way to correct incomplete sentences within context.

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