

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
Kindergarten

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	
I		Expand oral language through vocabulary instruction and experiences.
I		Speak clearly, properly, and politely.
I		Begin to use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
I		Give simple, two-step oral directions.
I		Participate in group discussion.
I		Participate in creative responses to text (e.g., response, discussion, and dramatization).
I		Ask and respond to questions from teacher and other group members.
I		Retell familiar stories.
I		Use familiar texts for recitations.
I		Dramatize, retell, and dictate what has been learned.
I		Listen attentively to speaker for specific information.
I		Use appropriate listening skills (e.g., do not interrupt, face speaker, and ask questions).
I		Follow simple, two step oral directions.
I		"Pretend read" from left to right, top to bottom, and front to back as well as hold a book upright and turn pages.
I		Understand that a phoneme is one distinct sound.
I		Distinguish letters from words.
I		Use sound stretching of one syllable words to identify each phoneme (cat, /c/, /a/, /t/).
I		Use sound blending of each separately spoken phoneme to make meaningful word (/m/, /o/, /m/ to mom).
I		Segment one-syllable words into individual sounds and blend the sounds into whole words.
I		Recognize and produce rhyming words.
I		Recognize words that have same beginning and ending sounds.
I		Understand words are made up of one or more syllables (e.g., students clap syllables in words).
I		Understand that as letters of words change, so do the sounds (alphabetic principle).
I		Read simple text containing familiar letter-sound correspondences and high frequency words.
I		Participate in shared reading.
I		Begin to use word families and word walls.
I		Read some words by sight (e.g., the, has, an, can, run, and color and number words).
I		Relate background knowledge to make meaning from text.
I		Recognize a purpose for listening.
I		Make predictions about a story.
I		Identify front cover and back cover of a book.

KEY

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

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

I	Recognize the family and community as resources for information.
I	Recite familiar poems (e.g., nursery rhymes, jump rope rhymes, etc.)
I	Use letter-sound matches to decode simple words.
I	Recall two to three events in order.
I	Ask questions about the text.
I	Use complete and coherent simple sentences when speaking.
I	Use logical words and appropriate word order to complete sentences or to respond to questions.
I	Visit libraries and regularly check out materials.
I	Participate in teacher-led experience stories.
I	Participate in the creation of experience stories.
I	Use repetitive text to reenact or retell stories.
I	Retell stories using illustrations.
I	Use correct grammatical constructions in own speech (e.g., “I will” rather than “Me will”).
I	Use correct verb and verb tense in sentences when speaking (present and past).
I	Dictate stories (e.g., to tape recorder, adult, or older student).
I	Dictate a new ending to a story.
I	Listen and respond to a variety of media (e.g., books, audio tapes, and videos).
I	Recognize the difference between formal and informal languages.
I	Recognize and name all upper and lowercase letters of the alphabet.
I	Begin to understand that the sequence of letters in a written word represents the sequence of sounds in a spoken word.
I	Recognize a variety of print sources (e.g., books, newspapers, magazines, and charts).
I	Recognize sources of information (e.g., books, graphs, and computers).
I	Recognize that printed materials provide information.
I	Participate in discussions.
I	Share storybooks, poems, and environmental print.

Comprehension

I	Identify labels, logos, and signs in the environment (e.g., job instructions, room labels, poison and danger signs/labels).
I	Understand that print has meaning.
I	Read and explain own writings and drawings.
I	Understand that the way a word is pronounced can affect its meaning
I	Read as "an emergent reader" a favorite story with meaning and phrasing.
I	Use illustrations to preview a story or poem.
I	Participate in the creation of graphic organizers (e.g., KWL, charts).
I	Create mental pictures of the story (e.g., characters, setting).
I	Use pictures to discuss the main idea.
I	Build vocabulary by listening to literature and participating in discussions.
I	Build vocabulary by experiencing a wide range of types of stories.

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I		Use a picture dictionary to determine word meaning.
I		Connect life experiences to a story or poem.
I		Predict what will happen next as the story is shared.
I		Retell the story in own words.
I		Draw conclusions based on the evidence in the story.
I		Use common illustrations to gain meaning from text.
I		Read for a variety of purposes (e.g., to gain information, for enjoyment, and to expand vocabulary).
I		Explore a variety of types of books and literary materials (e.g., picture books, alphabet and number books, poetry, storybooks, rhyming books, fairy tales, and song lyrics).
I		View various media types (e.g., posters, pictures, photographs, films, and videos).
I		Put in time order the events in a story (e.g., using books, videos, and films).
I		Identify favorite stories.
I		Recognize that intonation and volume of voice assist with meaning (<i>Go Now! or Go Now?</i>).

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

I		Brainstorm ideas with teacher and peers.
I		Draw pictures to generate ideas.
I		Construct graphic organizers (e.g., webs, charts, and diagrams) in a small or large group to organize information.
I		Use a variety of sources to gather information.
I		Pause voluntarily in the midst of writing to interpret what has been written (tracking).
I		Use a simple rubric to evaluate own writing/pictures and group work (e.g., happy face, stickers).
I		Make use of technology to publish writing.
I		Share orally completed work.
I		Discuss and react to writing.
I		Add descriptive words and details.
I		Incorporate illustrations and/or photographs.
I		Express thoughts, feelings and experiences through illustrations, dictation or writing.
I		Review personal collection to determine progress.
I		Self correct works in progress (e.g., pictures, shared writing).
I		Participate in the creation of experience stories.
I		Participate in teacher-led experience stories.

Product

I		Write to acquire and exhibit knowledge (e.g., own name-first and last, letters, and numbers).
I		Represent spoken language with illustrations and temporary and/or conventional spelling.
I		Write to entertain and inform (e.g., experience stories, pictures, and shared writing).
I		Participate in shared writing about social studies, science, the arts, and various classroom activities.

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I		Participate in shared writing about math (e.g., math journals).
I		Write, when given time, place, and materials.
I		Compose a variety of written works (e.g., published books, classroom books, and experience stories).
I		Maintain, with teacher assistance, examples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, and student-made books).
I		Create a drawing, picture, sign, or other graphic symbols to respond to literature.
I		Illustrate and/or write in journals (e.g., temporary/conventional spelling, series of pictures, and recognizable print).
I		Write friendly notes using temporary/conventional spelling or with teacher assistance.
I		Dictate stories (e.g., to tape recorder, adult, or older student).
I		Review personal collection to determine progress.

ELEMENTS OF LANGUAGE

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

I		Form legible upper and lower case letters.
I		Write from left to right and top to bottom.
I		Use appropriate capitalization when writing names.
I		Recognize ending punctuation marks for statements and questions.
I		Recognize capitalization at the beginning of sentences.
I		Trace and reproduce letters and words correctly.
I		Attempt to spell simple words using pre- to early-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
I		Spell own first and last name.
I		Write consonant-vowel-consonant words with teacher assistance.

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