



KINDERGARTEN - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

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

The following skills would be introduced in Kindergarten:

- Expand oral language through vocabulary instruction and experiences.
- Speak clearly, properly, and politely.
- Begin to use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
- Give simple, two-step oral directions.
- Participate in group discussion.
- Participate in creative responses to text (e.g., response, discussion, and dramatization).
- Ask and respond to questions from teacher and other group members.
- Retell familiar stories.
- Use familiar texts for recitations.
- Dramatize, retell, and dictate what has been learned.
- Listen attentively to speaker for specific information.
- Use appropriate listening skills (e.g., do not interrupt, face speaker, and ask questions).
- Follow simple, two step oral directions.
- "Pretend read" from left to right, top to bottom, and front to back as well as hold a book upright and turn pages.
- Understand that a phoneme is one distinct sound.
- Distinguish letters from words.
- Use sound stretching of one syllable words to identify each phoneme (cat, /c/, /a/, /t/).
- Use sound blending of each separately spoken phoneme to make meaningful word (/m/, /o/, /m/ to mom).
- Segment one-syllable words into individual sounds and blend the sounds into whole words.
- Recognize and produce rhyming words.
- Recognize words that have same beginning and ending sounds.
- Understand words are made up of one or more syllables (e.g., students clap syllables in words).
- Understand that as letters of words change, so do the sounds (alphabetic principle).
- Read simple text containing familiar letter-sound correspondences and high frequency words.
- Participate in shared reading.
- Begin to use word families and word walls.
- Read some words by sight (e.g., the, has, an, can, run, and color and number words).
- Relate background knowledge to make meaning from text.
- Recognize a purpose for listening.
- Make predictions about a story.
- Identify front cover and back cover of a book.
- Recognize the family and community as resources for information.
- Recite familiar poems (e.g., nursery rhymes, jump rope rhymes, etc.)
- Use letter-sound matches to decode simple words.
- Recall two to three events in order.
- Ask questions about the text.
- Use complete and coherent simple sentences when speaking.
- Use logical words and appropriate word order to complete sentences or to respond to questions.
- Visit libraries and regularly check out materials.
- Participate in teacher-led experience stories.
- Participate in the creation of experience stories.
- Use repetitive text to reenact or retell stories.
- Retell stories using illustrations.
- Use correct grammatical constructions in own speech (e.g., "I will" rather than "Me will").
- Use correct verb and verb tense in sentences when speaking (present and past).
- Dictate stories (e.g., to tape recorder, adult, or older student).
- Dictate a new ending to a story.
- Listen and respond to a variety of media (e.g., books, audio tapes, and videos).
- Recognize the difference between formal and informal languages.

KINDERGARTEN - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

- Recognize and name all upper and lowercase letters of the alphabet.
- Begin to understand that the sequence of letters in a written word represents the sequence of sounds in a spoken word.
- Recognize a variety of print sources (e.g., books, newspapers, magazines, and charts).
- Recognize sources of information (e.g., books, graphs, and computers).
- Recognize that printed materials provide information.
- Participate in discussions.
- Share storybooks, poems, and environmental print.

FIRST GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

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-

The following skills would be introduced in First Grade:

- Begin to narrate a personal story.
- Track print when being read to aloud.
- Identify parts of a book (e.g., title page, table of contents).
- Recognize that groups of words make sentences.
- Change targeted sounds to modify or change words.
- Apply long and short vowel rules when decoding.
- Begin to decode unknown words automatically.
- 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.
- Read independently daily.
- Match oral words to written words.
- Retell stories in their own words using sequencing words (e.g., first, next, and last).
- Identify favorite stories, informational text, authors, and illustrators.
- Begin to read orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- Reflect punctuation of written text while reading orally.
- Participate in guided, oral readings.

The following skills would be developing in First Grade:

- Expand oral language through vocabulary instruction and experiences.
- Implement rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
- Understand, follow, and give oral directions.
- Participate in group discussions.
- Participate in creative responses to text (e.g., choral reading, discussion, and drama).
- Respond to questions from teacher and other group members.
- Dramatize or retell what has been learned, heard, or experienced.
- Use familiar texts for recitations (e.g., stories and poems).
- Listen attentively to speaker for specific information.
- Use appropriate listening skills (e.g., do not interrupt, face speaker, and ask questions).
- Listen and respond to a variety of media (e.g., books, audio tapes, and videos).
- Recognize the difference between formal and informal languages
- Understand and follow simple, three-step oral directions.
- Understand that printed materials provide information.
- Demonstrate directionality by reading left to right and top to bottom.
- Read and explain own writings and drawings.
- Recognize words that begin with the same sounds.
- Identify rhyming words.
- Blend sounds together to form one-syllable words.
- Segment one-syllable words into sounds.
- Show awareness of syllables by clapping, counting, or moving objects.
- Use knowledge of letter-sound correspondence and meaning of parts of words (e.g., affixes, roots, compounds, and contractions) to decode grade appropriate words.
- Decode phonetically regular, one-syllable words.
- 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).
- Demonstrate the automatic recognition of high frequency words.
- Recite familiar texts to develop fluency, expression, accuracy, and confidence.
- Participate in shared reading.
- Manipulate word families, word walls, and word sorts.

FIRST GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

- Recognize rhyme in Mother Goose and other rhyming books.
- Retell a story in correct sequence (e.g., using books, videos, and films).
- Share storybooks, poems, newspapers, and environmental print.
- Recognize a variety of print items as sources of information (e.g., books, magazines, maps, charts, and graphs).
- Recognize sources of information (e.g., books, maps, graphs, and charts).
- Visit libraries/media centers and regularly check out materials.

Comprehension

The following skills would be introduced in First Grade:

- Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues, and structural analysis.
- Recognize errors in reading as they occur and self-correct.
- Use graphic organizers to aid in understanding material from informational text (e.g., charts, graphs, and web).
- Begin to develop content specific vocabulary.
- Use text features to locate information (e.g., maps, charts, illustrations, and tables of contents).
- Explore nonfiction.
- Identify characters, events, and settings in print and nonprint text.
- 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).
- Recognize main character(s) in print and nonprint text.
- Determine whether a selection is real or fantasy.
- Identify favorite stories, informational text, authors, and illustrators.
- Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).
- Determine the problem in a story and discover its solution.

The following skills would be developing in First Grade:

- Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.
- Build vocabulary through frequent read-alouds.
- Develop a purpose for listening/reading.
- Participate in activities to build background knowledge to derive meaning from text.
- Make predictions about text.
- Use illustrations to preview text.
- Ask questions about the text.
- Participate in discussions about text and relate to personal experiences.
- Create graphic organizers (e.g., charts, lists).
- Predict and adjust outcomes during read-alouds.
- Recall three to four-step sequence of events.
- Draw conclusions based on what has been read.
- Recognize main idea in pictures, picture books, and texts.
- Visit libraries to use and view appropriate material.
- 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).
- Explore a wide variety of literature through read-alouds, tapes, and independent reading.

FIRST GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

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

The following skills would be introduced in First Grade:

- Compose first drafts using appropriate parts of the writing process with an emphasis on planning and self-correction.
- Write in complete, coherent sentences.
- Arrange events in logical/sequential order when writing or dictating.
- Reread draft and delete extraneous information.
- Vary sentence types.
- Apply elements of language (e.g., end marks, capitalization) and use complete sentences when writing and editing.
- Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, and student generated word books) to support the writing process.
- Identify words or phrases that could be added to clarify meaning after writing or dictating a story.
- Create readable documents with legible handwriting.
- Write group stories with a beginning, middle, and end.

The following skills would be developing in First Grade:

- Brainstorm ideas with teacher and peers.
- Draw pictures to generate ideas
- Construct graphic organizers (e.g., webs, charts, and diagrams) as a small or large group to organize information.
- Use a variety of sources to gather information.
- Use descriptive words when writing.
- Participate in teacher-led experience stories.
- Use a simple rubric to evaluate writing/pictures and group work (e.g., happy face, stickers).
- Discuss and react to writing.
- Review personal collection to determine progress.
- Use technology to publish writing.
- Share completed work.
- Write to entertain and inform (e.g., stories, poems simple directions, journals, and friendly letters).

Product

The following skills would be introduced in First Grade:

- Prepare a variety of written work (e.g., published books, classroom books, and experience stories).
- Create individual and classroom books.
- Incorporate illustrations and photographs.
- Write simple stories.
- Summarize concepts presented in science (e.g., illustration, dictating sentences, or composing simple sentences).
- Write in math journals, create math stories, and write explanations for problem solving.
- Write different endings to a story.
- Summarize a story using simple sentences and illustrations.
- Create class books based on literature selections.
- Write stories, rhymes, and poems.

The following skills would be developing in First Grade:

- Share completed work.
- Write short accounts of personal experiences.
- Write stories using concepts presented in social studies.
- Write to acquire and exhibit knowledge (e.g., word families, numbers, shapes, sensory words, and sentences).
- Participate in shared writings about the arts and class activities.

FIRST GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

- Write, when given time, place, and materials.
- Maintain, with teacher assistance, samples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, and student-made books).
- Dictate stories (e.g., to tape recorder, adult, or older student).
- Create and/or use an illustration, sign, or rebus symbols to respond to literature.
- Write friendly notes, messages, and in journals.

ELEMENTS OF LANGUAGE

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

The following skills would be introduced in First Grade:

- Use nouns appropriately (e.g., singular and plural, possessive).
- Use verbs (action words) appropriately (e.g., tense and agreement with simple subject).
- Use adjectives appropriately (e.g., vivid description words).
- Capitalize the first word of a sentence, first and last names, pronoun "I" and proper nouns.
- Identify and use contractions.
- Spell high frequency words correctly.
- Spell three- and four-letter short vowel words and phonetically spell sight words correctly.
- Alphabetize words to the first letter.
- Begin to develop dictionary skills through the use of a picture dictionary.
- Identify complete sentences.
- Write a simple sentence.
- Identify and correct incomplete sentences.
- Combine two simple sentences into a compound sentence using the word "and."
- Identify statements and questions by noting ending punctuation when writing and intonation when speaking.
- Add endings to base words (e.g., -s, -ed, -es, -ing).
- Identify simple abbreviations.
- Understand punctuation (e.g., period, question mark).
- Use knowledge of letter sounds, word parts, and word segmentation to monitor and correct spelling.

The following skills would be developing in First Grade:

- Use pronouns appropriately (e.g., subject and object agreement).
- *Use correct punctuation at the end of simple declarative sentences and questions.*
- *Write legibly in manuscript, using proper spacing between letters of a word and words of a sentence.*
- Spell words correctly as appropriate to grade level.
- Use complete and coherent sentences when speaking.
- Use temporary spelling to spell independently as necessary.

SECOND GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

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

The following skills would be introduced in Second Grade:

- Summarize lesson content.
- Apply knowledge of basic syllabication rules.
- Relate literary experiences to others (e.g., book reports, sharing favorite stories).

The following skills would be developing in Second Grade:

- Expand oral language through vocabulary growth.
- Continue to implement rules for conversation.
- Understand, follow, and give oral directions.
- Participate in group discussion.
- Participate in creative responses to text (e.g., choral reading, discussion, and dramatization).
- Respond to questions from teachers and other group members.
- Narrate a personal story.
- Listen attentively to speaker for specific information.
- Use appropriate listening skills (e.g., does not interrupt, faces speaker, and asks questions).
- Listens and responds to a variety of media (e.g., books, audio tapes, and videos).
- Recognize the difference between formal and informal languages.
- Follow oral directions.
- Add, delete, and change targeted sounds to modify or change words.
- Identify and produce rhyming words.
- Use knowledge of letter-sound correspondence and meaning of parts of words (e.g., affixes, roots, compounds, and contractions) to decode grade appropriate words.
- 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).
- Use known words to decode unknown words.
- Read orally to develop fluency, expression, accuracy, and confidence.
- Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).
- Demonstrate the automatic recognition of high frequency words.
- Read a variety of texts with fluency, expression, accuracy, and confidence.
- Participate in shared reading.
- Match oral words to print words.
- Identify a purpose for reading.
- Participate in discussions about text.
- Read and explain own writings.
- Relate selection to personal experience.
- Participate in guided, oral readings.
- Manipulate word families, word wall, and word sorts.
- Share storybooks, poems, environmental print, and own writing.
- Explore a wide variety of literature through read-alouds, tapes, and independent reading.

SECOND GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

Comprehension

The following skills would be introduced in Second Grade:

- Recognize that groups of sentences make a paragraph and paragraphs make a story.
- Identify simple multiple-meaning words based on the appropriate meaning for the context.
- Recognize cause and effect.
- Understand the main idea in a visual message (e.g., pictures, cartoons, and posters).
- Explore folktales and fables.
- Identify characters, plot, and setting in print and nonprint text.
- Recognize how the main character and other characters interact with each other.
- Identify types of stories (e.g., folktales, fables, and fairy tales).
- Compare and contrast different stories.

The following skills would be developing in Second Grade:

- Listens and responds to a variety of media (e.g., books, audio tapes, and videos).
- Recognize and use parts of a book (e.g., title, author, illustrator, table of contents, and glossary).
- Understand punctuation (e.g., period, question mark, and exclamation mark).
- Reflect punctuation within written text while reading orally.
- Participate in guided, oral readings.
- Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
- Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues, and structural analysis).
- Build vocabulary through frequent read-alouds.
- Participate in activities to build background knowledge to make meaning from text.
- Make predictions about text.
- Use illustrations to preview text.
- Create graphic organizers (e.g., KWL, webs, lists, story maps, and charts).
- Connect life experience to information and events in texts.
- Employ self-correction strategies (e.g., rereading, asking for help).
- Predict and adjust outcomes during reading.
- Draw conclusions based on evidence gained while reading.
- Restate story events in order to clarify and organize ideas.
- Recall the sequence of events in a story.
- Recognize the main idea in picture books and texts.
- Recognize a variety of print sources (e.g., books, magazines, maps, charts, and graphs).
- Understand the purpose of various reference materials (e.g., dictionary, encyclopedia).
- Use graphic organizers to aid in understanding material from informational texts.
- Visit libraries and check out appropriate materials.
- Develop content specific vocabulary.
- Use text features to locate information (e.g., charts, maps, and illustrations).
- Read for various purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency).
- Read and view various types of literacy (e.g., picture books, storybooks, fairy tales, nonfiction texts, poetry, and lyrics to songs) and media (e.g., illustrations, the arts, films, and videos).
- Determine whether the events in the reading selection are real or fantasy.
- Determine the problem in a story and discover its solution.
- Visit libraries/media centers and regularly check out materials.
- Identify favorite stories, informational text, authors, and illustrators.
- Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).

SECOND GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

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

The following skills would be introduced in Second Grade:

- Write key thoughts and questions, record reactions and observations.
- Select a focus for writing.
- Sharpen the selected focus for writing.
- Revise to clarify and refine writing (e.g., rearrange words, sentences, and paragraphs) and provide more descriptive detail.
- Evaluate own and others' writing through small group discussion and shared work.
- Incorporate suggestions from peers and teachers.
- Edit for complete sentences.
- Describe setting, characters, and events in detail.

The following skills would be developing in Second Grade:

- Brainstorm ideas with teachers and peers.
- Construct graphic organizers to establish understanding.
- Use a variety of sources to gather information.
- Compose first drafts using appropriate parts of the writing process.
- Write in complete coherent sentences.
- Uses temporary spelling to spell independently as necessary.
- Arrange events in logical and sequential order.
- Reread draft.
- Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, and student generated word books) to aid in proofreading.
- Identify words or phrases that could be added to clarify meaning of written stories.
- Use a simple rubric to evaluate own writing and group work.
- Use technology to publish writing.
- Create readable documents with legible handwriting.
- Share completed work.

Product

The following skills would be introduced in Second Grade:

- Prepare a variety of written work (e.g., published books, stories, and book reports).
- Write a narrative having a beginning, middle, and end.
- Write group stories with a beginning, middle, and end.
- Write to express opinions and judgments.
- Write about a favorite character or favorite part of a story.
- Compose a note or questions for a favorite author.
- Write stories with a logical sequence.
- Write descriptive sentences.
- Write a report.

SECOND GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

The following skills would be developing in Second Grade:

- Incorporate photographs or illustrations in written works
- Review personal collection to determine progress.
- Write accounts of personal experiences.
- Summarize concepts presented in science (e.g., illustrations, sentences, and paragraphs).
- Write stories about concepts presented in social studies.
- Write in math journals, create math stories, and write explanations for problem solving.
- Participate in shared writings about the arts and personal activities.
- Write stories and poems.
- Write, when given time, place, and materials.
- Continue to maintain, with teacher assistance, samples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, and student-made books).
- Dictate or write stories (e.g., to tape recorder, adult, or older student).
- Write a different ending to a story.
- Summarize a story.
- Write for a variety of purposes (e.g., friendly notes, invitations, messages, poems, and journals).
- Write to acquire and exhibit knowledge (e.g., sentences, answers to questions).
- Write to entertain and inform (e.g., stories, poems, riddles, friendly letters, two or three step directions, and journals).

ELEMENTS OF LANGUAGE

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

The following skills would be introduced in Second Grade:

- Use commas correctly in a series of one-word items (e.g., apples, oranges, and pears).
- Spell regular and irregular plurals correctly (e.g., boy/boys, child/children).
- Use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct pronoun choice, and logical/appropriate correct word order).
- Apply elements of language (e.g., end marks, capitalization, and commas in a series).

The following skills would be developing in Second Grade:

- Use nouns appropriately (e.g., singular and plural, common and proper, and possessives).
- Use verbs appropriately (e.g., past and present tense, agreement, action and linking, and irregular).
- Use pronouns appropriately (e.g., pronoun case, subject and object agreement).
- Use adjectives appropriately (e.g., descriptive, comparative, and superlative).
- Capitalize the first word of a sentence, names, pronoun “I,” and proper nouns.
- Use correct punctuation at the end of declarative sentences, exclamatory sentences, and questions.
- Form contractions using apostrophes.
- Write legibly in manuscript.
- Spell high-frequency words correctly.
- Spell words correctly as appropriate to grade level.
- Spell basic short-vowel, long-vowel words and consonant blend patterns.
- Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
- Use a dictionary to spell words correctly and to verify spelling.
- Arrange words in alphabetical order to the second letter.
- Recognize common abbreviations and contractions.
- Add endings to base words to make new words (e.g., -ed, -ing, and -es).
- Distinguish between complete and incomplete sentences.
- Identify and use statements, questions, and exclamatory sentences in writing and speaking.
- Combine simple sentences into compound sentences.
- Understand punctuation (e.g., period, question mark, and exclamation mark).

THIRD GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

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

The following skills would be introduced in Third Grade:

- Give oral presentations about experiences or interests, using eye contact, proper pacing, adequate volume, and clear enunciation.
- Decode multi-syllabic words not yet known as sight words.

The following skills would be developing in Third Grade:

- Show evidence of expanding oral language through vocabulary growth.
- Build vocabulary by listening to literature and participating in discussion.
- Consistently use established rules for conversation (e.g., taking turns, raising hand, and asking questions).
- Understand, follow, and give oral directions.
- Respond to questions from teachers and other group members and pose follow-up questions for clarity.
- Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
- Summarize orally what has been learned or accomplished after completing an activity or assignment.
- Listen attentively to speaker for specific information.
- Use appropriate listening skills (e.g., do not interrupt, face speaker, and ask questions).
- Listen and respond to a variety of media (e.g., books, audio tapes, and videos).
- Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, and artistic representations).
- Recognize the difference between formal and informal languages.
- Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).
- Add, delete, and change targeted sounds to modify or change words.
- Use knowledge of letter-sound correspondence knowledge and structural analysis to decode.
- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., root words, prefixes, and suffixes).
- Read with increasing fluency (using appropriate timing, intonation, and expression) and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, and reading with tapes).
- Participate in guided oral reading.
- Demonstrate the automatic recognition of high frequency words.
- Participate in activities to build background knowledge to make meaning from text.
- Express reactions and personal opinions in response to a selection.
- Summarize concepts presented in science (e.g., illustrations, sentences, paragraphs, and reports) and social studies (e.g., illustrations, sentences, paragraphs, and reports).
- Summarize a story.

The following skills would be assessed in Third Grade by the Tennessee Comprehensive Assessment Program:

- Distinguish individual sounds including consonant blends within words.
- Identify and/or select rhyming words.
- Recognize root words and their various inflections (walks, walking, walked).

THIRD GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

Comprehension

The following skills would be introduced in Third Grade:

- Discuss similarities and differences in text events, characters, and character actions.
- Discuss author's purpose for writing.
- Use self-correction strategies while reading (e.g., pausing, rereading, and asking for help).
- Differentiate between main and minor characters.
- Explore the concept of first person point of view.
- Recognize and use common text features (e.g., headings, key words, and graphics).

The following skills would be developing in Third Grade:

- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources.
- Manipulate word walls and word sorts.
- Build vocabulary by reading a wide range of text types inside and outside the classroom.
- Identify a purpose for reading (e.g., for information, enjoyment, and understanding a writer's position).
- Draw conclusions based on evidence gained while skimming and reading.
- Predict outcomes based upon prior knowledge and adjust as knowledge is gained while reading.
- Use metacognitive reading strategies to monitor comprehension (e.g., reread, read ahead, adjust reading speed).
- Create a mental image.
- Recognize the stated/implied main idea of the text.
- Apply skills and strategies to comprehend informational text (e.g., pre-reading strategies, comprehension strategies).
- Read for literary experience and enjoyment, to gain information, perform a task, expand vocabulary, and build fluency.
- Read and view various literary (e.g., short stories, fairy tales, nonfiction texts, biographies, folktales, and poetry) and media (e.g., photographs, the arts, films, and video) types.
- Understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper, and photographs).
- Determine the problem in a story, discover its solution, and consider alternate solutions.
- Identify types of stories (e.g., folktales, fables, and fairy tales).
- Compare and contrast different versions/representations of similar stories, legends, lessons, or events reflecting different cultures.
- Develop and maintain content specific vocabulary.
- Explore the ways in which language is used in literary texts (e.g., rhythm, beat, imagery, simile, and metaphor).
- Recognize and use parts of text (e.g., title, table of contents, glossary, and index).
- Make predictions using text features (e.g., illustrations and graphics).
- Preview text using illustrations, graphics, text format, text structures, and skimming.
- Use outside resources to access information (e.g., family and community).
- Use media sources to access information (e.g., online catalog, nonfiction books, encyclopedias, CD-ROM references, and internet).
- Use text referenced material (e.g., dictionary, thesaurus, encyclopedia, magazines, and newspapers).
- Visit libraries/media centers and regularly check out materials.
- Read longer narrative and expository text independently including chapter books.
- Select literature based on personal needs and interests from a variety of types and by different authors.

The following skills would be assessed in Third Grade by the Tennessee Comprehensive Assessment Program:

- Determine word meaning within context using prefixes and suffixes.
- Determine word meanings through the use of context clues.
- Recognize grade appropriate vocabulary within context.
- Select appropriate synonyms and antonyms within context.
- Determine correct meaning/usage of multiple meaning words.
- Select questions used to focus and clarify thinking while reading.
- Determine the sequence of events in a story.

THIRD GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

- Identify stated cause and effect relationships in text.
- Distinguish between fact and opinion within text.
- Identify the stated main idea of a reading selection.
- Determine appropriate inferences from text.
- Identify setting, characters, and plot in a reading situation.
- Determine the problem in a story and recognize its solution.
- Recognize basic plot features of fairy tales, folk tales, fables, and myths.
- Identify different forms of text (e.g., poems, plays, and stories).
- Recognize how illustrations support the text.
- Select information using available text features (e.g., maps, charts, and graphics).
- Recognize the parts of a book (e.g., table of contents, and glossary).

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

The following skills would be introduced in Third Grade:

- Develop a paragraph with a topic sentence, supporting details, and a concluding sentence.
- Use correct page format (e.g., paragraphs, margins, indentations, and titles).
- Identify opportunities for publication (e.g., national and/or local contests, websites, newspapers, and periodicals).
- Record and evaluate suggestions and reactions with peers.
- Recognize positive features and give feedback to peers.

The following skills would be developing in Third Grade:

- Brainstorm ideas with teacher and peers.
- Identify the purpose for writing: to acquire and exhibit knowledge (e.g., paragraphs, reports and answer questions), to entertain (e.g., stories, poems, riddles, and cartoons), to write to inform (e.g., friendly letters, reports, invitations, journals, notes, and lists), write in response to a prompt (e.g., to respond to a picture, story, and art).
- Use a variety of sources to gather information.
- Write in complete sentences using descriptive language.
- Compose first drafts using appropriate parts of the writing process.
- Incorporate photographs or illustrations.
- Use a rubric to evaluate own and others' writing.
- Revise writing to improve detail after determining what could be added or deleted (e.g., reread; rearrange words, sentences, paragraphs; add descriptive words; remove unneeded information; incorporate suggestions and vary sentence structures).
- Evaluate own and others' writing through small group discussion and shared work.
- Review personal collection to determine progress.
- Use technology to publish writing.

The following skills would be assessed in Third Grade by the Tennessee Comprehensive Assessment Program:

- Choose the most specific word to complete a simple sentence.
- Identify the purpose for writing (i.e., to entertain, inform, exhibit knowledge, respond to a picture, story, or art).
- Complete a simple graphic organizer to group ideas for writing (e.g., webbing).
- Identify the audience for which a text is written.
- Select the best title for a text.
- Choose a topic sentence for a paragraph.
- Choose a supporting sentence that best fits the content and flow of ideas in a paragraph.
- Identify unnecessary information in a paragraph.
- Complete a simple graphic organizer (i.e., charts, graphs, and diagrams) arranging information to be used in a writing sample.
- Rearrange events in sequential order.

THIRD GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

- Rearrange sentences to form a sequential, coherent paragraph.
- Rearrange a story sequentially with a logical beginning, middle, and end.
- Identify the most reliable source of information for preparing a report.

Product

The following skills would be introduced in Third Grade:

- Write in response to a narrative prompt.
- Write an account based on personal experience that has a clear focus and supporting details (e.g., use illustrations and lists).
- Write brief descriptions of a real object, person, place, or event using sensory details.
- Write for personal enjoyment using individual expression and creative imagination.
- Compare characters, settings, and events within and between stories.
- Write a descriptive paragraph, a narrative paragraph, a how-to paragraph, and a compare-contrast paragraph.

The following skills would be developing in Third Grade:

- Gather and record information on a topic.
- Write key thoughts and questions, record reactions, observations, and group related ideas.
- Write stories that have a beginning, middle, and end.
- Produce a variety of written works (e.g., literature responses, reports, "published" books, and book reports) in various formats.
- Create individual and classroom books, stories, and poems.
- Write in math journals, create math stories, and write explanations for problem solving.
- Participate in shared writings about the arts and personal activities.
- Write to express opinions and judgments.
- Write a different ending to a story.
- Write to describe story elements (e.g., setting, characters, plot, problem, and solution/conclusion).
- Write a variety of poems, a friendly letter, and in a journal.

ELEMENTS OF LANGUAGE

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

The following skills would be introduced in Third Grade:

- Use adverbs appropriately (e.g., common formation and placement in a sentence).
- Recognize usage errors (e.g., double negatives, troublesome words [to, two; their, there, they're]).
- Form and spell contractions, plurals, and possessives correctly.

The following skills would be developing in Third Grade:

- Apply elements of language (e.g., end marks, commas in a series, capitalization); usage (e.g., subject and verb agreement in a simple sentence); and sentence structure (e.g., elimination of fragments) when writing and editing.
- Use verbs appropriately (e.g., past, present, and future tenses, irregular verbs, and agreement with simple and compound subjects).
- Use pronouns appropriately (e.g., subject and object, pronouns, substitution for nouns, and agreement with antecedents).
- Use adjectives appropriately (e.g., vivid descriptive words, comparative/ superlative, and articles).
- Use capitalization when writing names and dates.
- Use capitalization when writing cities and states, addresses, holidays, and titles of books.
- Use correct punctuation (e.g., end punctuation, periods in initials, abbreviations and titles before names; colon between hour and minutes, and parts of a friendly letter).
- Recognize and use contractions and possessives using apostrophes.

THIRD GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

- Write legibly in manuscript and in cursive.
- Spell high-frequency words correctly.
- Spell correctly commonly misspelled words as appropriate to grade level.
- Spell correctly words that have blends, contractions, and orthographic patterns (e.g., consonant doubling, changing "y" to "i," dropping the final silent "e" before adding the suffix).
- Arrange and identify words in alphabetical order for practical purposes occurring in everyday life (e.g., lists, card catalog, and phone directory).
- Use a dictionary and other resources to verify spelling.
- Use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct word order, and correct placement of words and phrases).
- Identify and use statements, questions, commands, and exclamatory sentences in writing and speaking.
- Combine sentences using compound subjects and/or predicates.
- Use classroom resources (e.g., word walls, dictionaries, teacher, peers, appropriate technology, and student generated word books) to aid in proofreading.
- Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
- Recognize complete sentences; edit incomplete sentences and run-on sentences.
- Use resources (e.g., dictionaries, thesaurus, and computer) to aid in the writing process.

The following skills would be assessed in Third Grade by the Tennessee Comprehensive Assessment Program:

- Identify the correct use of nouns (i.e., as subjects, singular and plural), verbs (i.e., present, past, and future), and adjectives (i.e., comparative and superlative) within content.
- Recognize grade level compound words, contractions, and common abbreviations within context.
- Identify correctly used capital letters in names, dates, and addresses.
- Recognize correct capitalization and end punctuation within context.
- Identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.
- Choose the correct formation of contractions and plurals within context.
- Rearrange and identify words in alphabetical order (e.g., lists, telephone directory).
- Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two, there, their, they're).
- Identify declarative, interrogative, and exclamatory sentence by recognizing appropriate end-marks.
- Select the simple subject and predicate of a sentence.
- Select the best way to combine sentences in order to provide syntactic variety within context.
- Select the compound sentence that correctly combines two simple sentences.
- Identify correctly (or incorrectly) spelled words in context.

FOURTH GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

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

The following skills would be introduced in Fourth Grade:

- Retell a story from a different point of view.
- Express thoughts and feelings using colorful, fully elaborated descriptions.
- Present and/or perform original or published literary work with a group and/or individually.
- Interpret and use a variety of nonverbal communication techniques (e.g., gestures, facial expression, and posture).
- Participate in recitations of assigned/self-selected passages.
- Adjust speed based on the purpose for reading and reading level.

The following skills would be developing in Fourth Grade:

- Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
- Use established rules for conversation (e.g., do not interrupt, ask questions, and provide appropriate feedback).
- Understand, follow, and give oral multi-step directions which may include illustrations.
- Formulate and respond to questions from teachers and other group members.
- Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
- Discuss similarities and differences in events and characters using evidence cited in two or three texts.
- Summarize orally what has been learned or accomplished after completing an activity or assignment.
- Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, and science projects).
- Use different voice levels and speech patterns for small groups, informal discussions, and reports.
- Express reactions and personal opinions to a selection.
- Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, books on tape, sound effects, and read-alouds).
- Understand rhyming patterns in printed materials.
- Respond and analyze the effects of the sounds of language (e.g., alliteration, onomatopoeia, rhythm, and beat).
- Expand understanding and use of root words, prefixes, and suffixes to decode words.
- Understand, recognize, and use spelling patterns, syllabication and word families to decode words.
- Decode unknown grade level words by utilizing learned strategies.
- Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, recorded reading, and echo reading).
- Read with fluency using appropriate pronunciation, expression, rate, and confidence from a variety of texts (e.g., poetry, drama, current events, and novels).
- Participate in guided oral reading.
- Read independently daily.
- Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, books on tape, sound effects, and read-alouds).

The following skill would be assessed in Fourth Grade by the Tennessee Comprehensive Assessment Program:

- Recognize the sounds of language (i.e., alliteration, rhyme, and repetition).

FOURTH GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

Comprehension

The following skills would be introduced in Fourth Grade:

- Relate text to personal and historical experiences, current events, as well as previously read print and nonprint media.
- State reasonable generalizations in reference to two pieces of text on a similar topic.
- Locate information to support opinions, predictions, and conclusions.
- Identify and interpret figurative language (e.g., idioms, similes, metaphors, and personification).
- Recognize the theme of a single passage.
- Use and discern appropriate reference sources in various format (e.g., interviews with family and community, encyclopedias, card/electronic catalogs, almanacs, magazines, and newspapers).
- Use current technology as a research and communication tool for personal interest, research, and clarification.
- Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, and diaries; and internet sites).
- Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, and magazines) on daily life.
- Sequence the events of a selection from beginning to end, determining how the incidents are connected, and lead to a solution/conclusion.
- Make inferences about print and nonprint text.
- Compare and contrast events and characters using evidence cited from print and nonprint text(s).
- Distinguish between first and third person points of view.
- Explore the concept of theme.
- Begin a personal reading list or reading log/journal to reflect reading progress and accomplishments.

The following skills would be developing in Fourth Grade:

- Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index).
- Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
- Build vocabulary by reading from a wide variety of text and literary genres.
- Foster word consciousness (e.g., word play, word walls, and word sorts).
- Continue to use context clues to determine the correct meaning/usage of multiple meaning words.
- Set a purpose for reading (e.g., to understand, enjoy, solve problems, and locate specific information/facts).
- Make predictions about the text using text features (e.g., title, author, illustrations, and text format).
- Predict outcomes based on prior knowledge and adjusting appropriately.
- Use self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
- Create mental images.
- Make inferences, verify or modify the pre-reading purpose, draw conclusions based on evidence gained, and select main idea and supporting details from text.
- Distinguish between fact and opinion within text.
- Read for literary experience, to gain information, to perform a task, and to expand vocabulary.
- Read, view, and recognize various literary (e.g., poetry, novels, historical fiction, and nonfiction) and media (e.g., photographs, the arts, films, and video) genres.
- Compare and contrast literary works.
- Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.
- Gather and record information on a research topic using two different sources.
- Develop and maintain vocabulary specific to content and to current events.
- Use available text features (e.g., maps, charts, graphics, appendices, tables of contents, glossaries and illustrations) to make meaning from text.
- Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).
- Use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources, and asking for help).
- Determine the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, and biographies).
- Determine the problem of a story, discover its solution, and consider alternate solutions.
- Identify and describe the main and minor characters, considering the importance of their actions, motives, and appearances.
- Compare and contrast different versions/representations of the same story/events that reflect different cultures.
- Recognize and understand basic literary devices (e.g., imagery, simile, metaphor, and personification).
- Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, and recommendation of others).
- Experience and develop an awareness of literature that reflects a diverse society.

FOURTH GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

The following skills would be assessed in Fourth Grade by the Tennessee Comprehensive Assessment Program:

- Identify different forms of text (e.g., poems, drama, fiction and nonfiction).
- Recognize plot features of fairy tales, folk tales, fables, and myths.
- Use prefixes, suffixes, and root words as aids in determining meaning within context.
- Choose a logical word to complete an analogy using synonyms and antonyms.
- Determine the meaning of unfamiliar words and multiple meaning words using context clues, dictionaries, and glossaries.
- Select appropriate synonyms, antonyms, and homonyms within context.
- Make predictions about the text.
- Recognize and use grade appropriate vocabulary within text.
- Select questions to clarify thinking.
- Identify the author's purpose (e.g., to entertain, inform, persuade, and share feelings).
- Recognize cause and effect relationships within context.
- Evaluate texts for elements of fact/opinion and reality/fantasy.
- Identify the most reliable sources of information for preparing a report.
- Determine appropriate inferences and draw conclusions from texts.
- Interpret information using a chart, map, or timeline.
- Locate information to support opinions, predictions, and conclusions.
- Select sources from which to gather information on a given topic.
- Use table of contents, title page, and glossary to locate information.
- Use available text features (e.g., graphics, glossaries and illustrations) to make meaning from text.
- Use headings, graphics, and captions to make meaning from text.
- Determine the problem of a story and discover its solution.
- Indicate the sequence of events in print (fiction and nonfiction) and in nonprint texts.
- Identify character, setting, and plot in a passage.

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

The following skills would be introduced in Fourth Grade:

- Retell a story from a different point of view.
- Select and refine a topic.
- Investigate content specific topics to gather information and write.
- Use experiences from the arts to write creatively and expressively.
- Acknowledge and discuss diversity of individual writing styles.
- Write and think freely while drafting.
- Write with a sense of audience.
- Introduce and use the state assessment rubric.
- Begin to develop a voice.

The following skills would be developing in Fourth Grade:

- Generate and focus ideas through brainstorming and peer discussions.
- Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, and listing).
- Use print and nonprint materials along with prior knowledge to provide background for writing.
- Develop a topic sentence with supporting details and concluding sentence to form a paragraph.
- Determine appropriate audience.
- Begin to establish a purpose/focus for writing and select a format based on the purpose.
- Introduce writing in the expository mode (e.g., explanatory paragraph, "how to" paragraph).
- Participate in peer review and editing.
- Review personal collection to determine progress and evaluate work.

FOURTH GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

- Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, newspapers/periodicals, and school displays).
- Use classroom and state rubrics as guides for writing.
- Incorporate vivid language.
- View, read, or listen to examples of various writing styles.
- Arrange multi-paragraph work in a logical and coherent order.
- Use correct page format (e.g., paragraphs, margins, indentations, and titles).
- Revise to clarify and refine ideas, to distinguish between important and unimportant information, and to enhance word selection.
- Proofread using reference materials.
- Use a computer or other technological tools as editing tools.
- Develop and use classroom rubrics for written work.
- Incorporate photos, illustrations, charts, tables, or graphs.
- Use technology for publishing individual and group work.

The following skills would be assessed in Fourth Grade by the Tennessee Comprehensive Assessment Program:

- Identify the audience for which a text is written.
- Identify the purpose for writing (i.e., to entertain, to inform, and to share experiences).
- Complete a graphic organizer (e.g., listing, clustering, story maps, and webs) to group ideas for writing.
- Choose a topic sentence for a paragraph.
- Select details that support a topic sentence.
- Choose the supporting sentence that best develops a topic sentence.
- Select the best title for a text.
- Rearrange sentences to form a sequential, coherent paragraph.
- Rearrange events in a sequential or chronological order in a writing selection.
- Identify sentences irrelevant to a paragraph's theme or flow.
- Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
- Select an appropriate concluding sentence for a well developed paragraph.
- Identify similes and metaphors.
- Supply a missing piece of information in a simple outline.
- Select appropriate time-order or transitional words to enhance the flow of the writing sample.
- Select the best way to correct incomplete sentences within context.
- Select the best way to combine sentences to provide syntactic variety within context.

Product

The following skills would be introduced in Fourth Grade:

- Practice response to assigned prompts in timed situations.
- Write a research report using a single source and notes taken using the source.
- Write an autobiographical account.

The following skills would be developing in Fourth Grade:

- Write in response to a standard prompt and/or select a prompt from two choices.
- Produce a variety of written works (e.g., literature response, reports, "published" books, group or paired writing).
- Write with developed characters, setting, and plot.
- Write with well-developed organizational structure, sequence of events, and details.
- Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor).
- Compose and respond to original questions and/or problems from all content areas.
- Use media (e.g., photographs, films, videos, the arts, on-line catalogs, nonfiction books, encyclopedias, CD-ROM references, and internet) to view, read, and represent information.
- Use writing to explain procedures used to solve problems encountered in content areas (e.g., science lab experiments, math problems).
- Write a letter to/as a character in a written work.
- Create an optional ending for a story.
- Write poems, stories, journal entries, and essays based upon personal reflections, observations, and experiences.
- Write creative, imaginative, and original responses to literature (e.g., poems, raps, songs, and stories).

FOURTH GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

- Write a narrative including sensory details, a descriptive paragraph that includes vivid language, and an expository/"how to" paragraph with multiple steps.
- Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, and enhance communication) and to inform a particular audience about a specific issue.
- Write a paper to compare/contrast two people, places, things, or ideas.
- Write friendly and business letters.

ELEMENTS OF LANGUAGE

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

The following skills would be developing in Fourth Grade:

- Use pronouns appropriately (e.g., subject, object, and possessive; singular and plural; agreement with antecedents).
- Use verbs appropriately (e.g., action and linking, regular and irregular forms, correct tenses, agreement in person and number with both simple and compound subjects).
- Use adjectives appropriately (e.g., proper comparison forms, articles).
- Use correct capitalization (e.g., titles, abbreviations, quotations, and parts of a friendly letter).
- Use correct punctuation at the end of sentences.
- Abbreviate words correctly.
- Spell high frequency words correctly.
- Spell correctly words commonly used in content specific vocabulary.
- Spell plurals and possessives correctly.
- Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.
- Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, and charts).
- Identify and correctly spell homonyms within the context of sentences or phrases.
- Proofread and edit for accuracy of spelling using appropriate strategies.
- Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order within a sentence, correct placement of more detailed words and phrases).
- Recognize and edit incomplete sentences and run-on sentences.
- Combine simple sentences into compound sentences.
- Combine sentences using compound subjects and/or predicates.

The following skills would be assessed in Fourth Grade by the Tennessee Comprehensive Assessment Program:

- Identify the correct use of nouns (e.g., singular and plural, common and proper, singular and plural possessives), verbs (i.e., agreement, tenses, action and linking) and adjectives (i.e., comparison forms and articles) within context.
- Identify the correct usage of pronouns (i.e., subject, object, and agreement) and adverbs (i.e., comparison forms and negatives) within context.
- Recognize usage errors occurring within context (e.g., double negatives, troublesome word groups, [i.e., to, too, two, there, their, they're, its, it's]).
- Identify correctly used capital letters with names, dates, addresses, and the beginning of sentences within context.
- Identify the correct usage of commas (e.g., series, dates, addresses, friendly letters, introductory words, and compound sentences) within context.
- Choose the correct use of quotation marks and commas in direct quotations.
- Choose the correct formation of plurals, contractions, and possessives within context.
- Identify grade level compound words, contractions, and common abbreviations within context.
- Identify correctly or incorrectly spelled words in context.
- Identify sentences with correct subject-verb agreement (person and number).
- Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.

FIFTH GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

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

The following skills would be developing in Fifth Grade:

- Create and deliver an oral presentation (including an introduction and conclusion) that uses visual aids and comes from several sources.
- Use different voice levels and speech patterns for informal discussions and formal reports.
- Interpret and use a variety of nonverbal communication (e.g., gestures, facial expression, and posture).
- Present and/or perform original or published literary work with a group and/or individually.
- Participate in recitations of assigned/self-selected passages.
- Recognize different forms of text (e.g., poems, plays, drama, letters, ads, journalism, historical fiction, biographies, and autobiographies).
- 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).
- Understand rhyming patterns in printed materials.
- Decode unknown grade level words using learned strategies and verify word meaning within the context.
- Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, echo reading, and reader's theater).
- Read with fluency and confidence from a variety of text, (e.g., poetry, drama, newspapers, novels, and textbooks).
- Participate in guided oral reading.
- Read orally using appropriate pronunciation, expression, and rate.
- Adjust speed based on the purpose for reading and reading level.
- Read independently daily.

The following skills would be mastered in Fifth Grade:

- Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
- Use established rules for conversation (e.g., do not interrupt, ask questions, and provide appropriate feedback).
- Understand, follow, and give oral, multi-step directions that may include illustrations.
- Formulate and respond to questions from teachers and other group members.
- Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
- Summarize orally what has been learned or accomplished after completing an activity or assignment.
- Understand, recognize, and use spelling patterns and word families to decode words.

The following skills would be assessed in Fifth Grade by the Tennessee Comprehensive Assessment Program:

- Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, and tables of content).
- Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, and sidebars).
- Identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme and repetition).
- Recognize root words, prefixes, suffixes and syllabication as aids in determining meaning within context.
- Recognize and use grade appropriate vocabulary within context.

FIFTH GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

Comprehension

The following skills would be introduced in Fifth Grade:

- Use word origins to determine the meaning of unknown words (e.g., Latin and Greek roots, meanings of commonly used foreign words).
- Identify the techniques of propaganda (i.e., bandwagon, loaded words, and testimonials).
- Identify the conflict of the plot.
- Interpret a character's feelings and identify his motives.
- Trace changes in the main character and describe how this affects the plot.
- Identify how cultural, ethnic, and historical eras are represented in print and nonprint texts.

The following skills would be developing in Fifth Grade:

- Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.
- Build vocabulary through frequent read alouds.
- Infer word meaning using roots, prefixes, and suffixes.
- Foster word consciousness (e.g., word play, word walls, and word sorts).
- Explore the impact of vocabulary in evaluating ideas, information, and experience.
- Build vocabulary by reading from a wide variety of text and literary genres.
- 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).
- Utilize reference sources to build background for reading.
- Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing, and outlining).
- Explore significant words to be encountered in selected/assigned text.
- Make predictions about text using text features (e.g., title, author, illustrations, and text format).
- Relate text to prior personal and historical experiences, current events, as well as previously read print and nonprint media.
- Predict outcomes based upon prior knowledge and adjust appropriately.
- Use metacognitive and self-monitoring strategies to improve comprehension (e.g., rereading identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
- Create mental images.
- Express reactions and personal opinions to a selection.
- Make inferences and recognize unstated assumptions.
- Verify or modify the pre-reading purpose.
- Draw conclusions based on evidence gained.
- Discuss similarities and differences in events and/or characters using evidence cited in three or more texts.
- Select, prioritize, and organize information to meet a specific purpose.
- State reasonable generalizations in reference to two or more texts on a similar topic.
- Identify idioms and imagery.
- Recognize a common theme between two passages.
- Reflect upon comprehension strategies utilized to make meaning from text.
- 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).
- 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.
- Use current technology as a research and communication tool for personal interest, research, and clarification.
- Understand a variety of informational texts which include primary sources (e.g., autobiographical sketches, letters and diaries, directions, and internet sites).
- Use the dictionary, glossary, thesaurus, and other word-referenced materials.
- Skim materials to develop a general overview of content or to locate specific information.
- Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, timelines, and outlines).
- Develop notes that include important concepts, summaries, paraphrase, and identification of reference sources.
- Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, newspapers, and periodicals) on daily life.
- Gather and record information on a research topic using three or more sources.
- Develop and maintain vocabulary specific to content and to current events.
- Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).
- Use self correction strategies while reading (e.g., pausing, rereading, consulting other sources, and asking for help).

FIFTH GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

- Determine and evaluate the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies, news reports and films).
- Read for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency.
- Predict and determine the sequence of events in a story including possible problems and solutions.
- Compare and contrast events and characters using evidence cited from print and nonprint text(s).
- Compare and contrast different versions of the same stories/events that reflect different cultures and/or different perspectives.
- Retell a story from a different point of view.
- Understand the way in which figurative language is used to derive meaning from text (e.g., personification, simile, metaphor, imagery, hyperbole).
- Visit libraries/media centers and book fairs to explore books.
- Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, genres, and recommendation of others).
- Read daily from self-selected materials.
- Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, and artistic expressions).
- Maintain a personal reading list or reading log/journal to reflect reading progress and accomplishments.
- Experience and develop an awareness of literature that reflects a diverse society.
- Choose to read as a leisure activity.

The following skills would be mastered in Fifth Grade:

- Preview text using text features (e.g., illustrations/pictures, captions, graphs, diagrams, and headings).

The following skills would be assessed in Fifth Grade by the Tennessee Comprehensive Assessment Program:

- Determine word meanings within context.
- Identify compound words, contractions, and common abbreviations within text.
- Select appropriate synonyms, antonyms and homonyms within context.
- Determine the correct meaning/usage of multiple-meaning words within context.
- Select a logical word to complete an analogy using synonyms, antonyms, categories, and subcategories.
- Recognize reasonable predictions of future events within a given context.
- Select questions used to focus and clarify thinking before, during, and after reading the text.
- Identify the sequence of events in fiction and nonfiction selections.
- Select stated or implied main idea and supporting details from text.
- Identify the author's purposes (i.e., to inform or to entertain).
- Identify information to support opinions, predictions, and conclusions.
- Identify stated or implied cause and effect relationships.
- Distinguish between elements of fact/opinion and reality/fiction.
- Identify similes, metaphors, personification, and hyperbole in context.
- Determine whether the theme is stated or implied within a passage.
- Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies and autobiographies).
- Identify setting, characters, and plot in a passage.
- Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.
- Identify, using a graphic organizer, placement of events.
- Determine inferences from selected passages.
- Select the appropriate summary statement for a given passage.
- Recognize that a story is told from the first person point of view.

FIFTH GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

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

The following skills would be developing in Fifth Grade:

- Generate and focus ideas through brainstorming and peer discussions.
- Use print and nonprint materials along with prior knowledge to provide background for writing.
- Develop notes that include important concepts.
- Construct an outline with main ideas and supporting details.
- Determine appropriate audience.
- Select format based on purpose.
- Maintain focus of topic with specific relevant supporting details.
- Use precise language including vivid words and figurative language.
- Produce multiple drafts.
- Proofread using reference materials and technology.
- Create readable documents.
- Develop and use classroom rubrics for written work.
- Use the state assessment rubric to make appropriate suggestions for improvement.
- Participate in peer review and editing.
- Review personal collection to determine progress.
- Acknowledge and discuss diversity of individual writing styles.
- Incorporate photos, illustrations, charts, tables, or graphs.
- Use technology for publishing individual and group work.
- Identify and explore opportunities for publication (e.g., local and national contests, internet web sites, and newspapers/periodicals).
- Write with developed characters, setting, and plot.
- Maintain focus of topic with specific, relevant supporting details.
- 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.
- Develop an identifiable voice.
- Use classroom/state rubric as a guide for writing narrative accounts.
- Investigate content specific topics to gather information and write.
- Use experiences from the arts to write creatively and expressively.
- View, read, or listen to examples of various writing styles.
- Compare and contrast literary works.

The following skills would be assessed in Fifth Grade by the Tennessee Comprehensive Assessment Program:

- Complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) to group ideas for writing.
- Supply a missing piece of information in an outline.
- Select, limit, and refine a writing topic.
- Identify the purpose for writing (i.e., to entertain, to inform, and to report).
- Identify the audience for which a piece of text is written.
- Develop and write a paragraph topic sentence with supporting details.
- Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
- Select details that support a topic sentence.
- Select an appropriate concluding sentence for a well-developed paragraph.
- Demonstrate syntactic variety when writing.
- Select the best way to combine sentences to provide syntactic variety within context.
- Arrange multi-paragraphed work of exposition (e.g., persuasion, compare/contrast) in a logical and coherent order.
- Rearrange sentences to form a sequential, coherent paragraph.
- Identify the sentence irrelevant to a paragraph's theme or flow.
- Rearrange paragraphs in a narrative writing selection in sequential or chronological order.
- Select appropriate time order or transitional words/phrases to enhance the flow of a writing sample.
- Use appropriate transitional words and devices when writing.

FIFTH GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

- Use correct page format (e.g., paragraphs, margins, indentations, and titles).
- Revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information.
- Edit writing for the elements of language.
- Select the best title for a written selection.
- Incorporate figurative language, vivid description, active voice verbs, sensory details, and personal observations to display facility in the use of language.
- Explain and/or illustrate key ideas when writing.
- Identify the most reliable sources of information for preparing a report or project.
- Express thoughts and feelings using colorful, fully elaborated descriptions using vivid and active words.
- Choose vivid and active words when writing.

Product

The following skills would be introduced in Fifth Grade:

- Write in the expository mode.
- Write journalistic articles.

The following skills would be developing in Fifth Grade:

- Write frequently in the narrative mode.
- Write to inform a particular audience about a specific issue.
- Write a descriptive paragraph to create a visual image.
- Write to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, and enhance communication).
- Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, letters to the editor, and historical fiction).
- Compose and respond to original questions and/or problems from all content areas.
- Explain procedures used to solve problems encountered in content areas (e.g., science experiments, math problems, and map/globe activities).
- Write poems and stories based upon personal reflections, observations, and experiences.
- Write a letter to/as a character in a written work.
- Create an optional ending for a story.
- Retell a story from a different point of view.
- Write a reader's response to a literary work.
- Write creative, imaginative, and original responses to literature (e.g., poems, raps, songs, and stories).
- Write narratives with vivid, sensory details.
- Write descriptive papers which include vivid words and figurative language.
- Write expository paragraphs that include multiple steps or examples to support explanation.
- Write an essay to compare/contrast two or more people, places, things, or ideas.
- Create a variety of poems.
- Write a research report using multiple sources and notes taken from those sources citing titles and authors.
- Write friendly and business letters.
- Use journal entries to demonstrate level of understanding.
- Write an autobiographical account.

The following skills would be assessed in Fifth Grade by the Tennessee Comprehensive Assessment Program:

- Compose narratives (e.g., to entertain, inform, and report).
- Write well-developed, organized, and coherent essays in response to narrative prompts.
- Write an effective concluding paragraph for a well-developed essay.

FIFTH GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

ELEMENTS OF LANGUAGE

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

The following skills would be developing in Fifth Grade:

- Use nouns appropriately (common/proper).
- Use pronouns appropriately (agreement with antecedent, reflexive, possessive, and correct pronoun case).
- Use verbs appropriately (be/have, verb phrases, agreement with subject in person, and number).
- Use adjectives appropriately (demonstrative adjectives and proper comparative forms).
- Use adverbs appropriately, adverbs of degree, (e.g., too and very).
- Use prepositions appropriately (e.g., place prepositional phrases in correct location within the sentence).
- Use conjunctions appropriately (e.g., coordinating).
- Recognize usage errors occurring within context (troublesome words {affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn}).
- Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.
- Capitalize correctly sentence beginnings, proper nouns and adjectives, titles and abbreviations, quotations, and parts of friendly letters and business letters.
- 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.
- Form contractions correctly.
- Abbreviate words correctly.
- Continue to write legibly.
- Spell high-frequency words correctly.
- Spell correctly words in content specific vocabulary.
- Recognize misspelled words in the context of sentences.
- Use knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly.
- Determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, and charts).
- Identify correctly spelled homonyms within the context of sentences or phrases.
- Proofread and edit for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.
- Develop a consciousness toward correct spelling across all subject areas.
- 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).
- Combine simple sentences into compound sentences.
- Combine sentences using compound subjects and/or predicates.

The following skills would be mastered in Fifth Grade:

- Use correct end of sentence punctuation (e.g., period, question mark).

The following skills would be assessed in Fifth Grade by the Tennessee Comprehensive Assessment Program:

- Identify the correct use within context of the following :
 - 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).
- Identify sentences with correct subject-verb agreement (person/number).
- Choose the most appropriate interjections to complete a sentence.
- Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).
- Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) within context.

FIFTH GRADE - LANGUAGE ARTS SKILLS
Based on Tennessee Curriculum Frameworks

- Identify the correct use of colons (i.e., in business letters and preceding a list of items).
- Choose the correct use of quotation marks and commas in direct quotations.
- Identify the correct spelling of plurals and possessives.
- Identify correctly or incorrectly spelled words in context.
- 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.
- Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, and introductory phrases and/or clauses).
- Select the best way to correct incomplete sentences within context.