

**Tennessee Department of Education**  
**K-2 English Language Arts and Mathematics Guidelines**

The Tennessee Department of Education supports a comprehensive and cohesive English Language Arts (ELA) and mathematics program of study for all K-2 students. Programs should be consistent with the Common Core State Standards (CCSS) and utilize current research in best practices for ELA and mathematics instruction. The overall Department goal is to inform and improve K-2 instruction and provide a strong foundation for all students to become successful in literacy and numeracy. We believe the K-2 years are among the most important in every child's social, emotional, and academic growth. We believe targeted instructional practices in these early years are a proactive approach to student success throughout the grades.

**K-2 ELA and Mathematics Guidelines** address student rights to high quality literacy, including written expression and numeracy instruction.

- Students K-2 must be taught by highly skilled educators who have been trained in the teaching of ELA and mathematics and/or who have demonstrated instructional proficiency.
- Students K-2 must be taught the beginning foundations through procedural and conceptual understandings of ELA and mathematics concepts through methodologies based on specific learning needs. The Department encourages the use of explicit, systematic instruction in K-2 reading and mathematics. Such instruction should be enriching and lead to preventing and/or closing learning gaps to maintain or move beyond grade level expectations.
- Students K-2 who struggle in literacy and/or numeracy must receive daily assistance through an appropriate three-tier Response to Intervention (RTI) Model. The Department encourages explicit, systematic intervention/prevention programs for all K-2 struggling students.
- Students K-2 must have instruction that focuses on ELA and mathematics. Science, Social Studies, and other curricula should be incorporated into reading and mathematics instruction throughout the day with an emphasis on developing proficient reading of informational text and mathematical skills to analyze, interpret, and solve problems in and across various subjects.
- Students K-2 must participate in appropriate assessments to provide guidance for prescriptive planning for instruction. The Department supports assessment through multiple measures of ELA and mathematical abilities including universal screenings, progress monitoring, benchmark indicators, and standardized testing. The use of a universal screener is recommended for the purpose of identifying any student at risk in reading or mathematics.
- Students must have access to a wide variety of books, manipulatives, technology, and other reading and mathematics materials in classrooms and school library media centers. Particular attention should be given to expanding collections to include more grade-level complex texts (as defined by the Common Core text complexity grade bands). There should also be mathematics tools in classrooms to explore and make sense of mathematical concepts. The Department provides district financial support to maintain and enhance K-2 collections and access to technology.

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**Standards for K-2 ELA:**

K-2 classrooms should align instruction to the Common Core ELA Strands specifically incorporating Social Studies, Science and other curricula through Reading Standards for Informational Text.

- Reading Standards for Literature
- Reading Standards for Informational Text
- Reading Standards: Foundational Skills
- Writing Standards
- Speaking and Listening Standards
- Language Standards

The following are the *instructional shifts* called for by the Common Core ELA Standards:

1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

**Focus Standards for K-2 Math:**

K-2 classrooms should align instruction to Common Core Math Domains and provide ongoing opportunities to manipulate and experiment with numbers using verbal explanations and pictorial representations. Grade 1 and 2 instruction should include written representations. Each grade level should teach students to master critical areas to assure successful transitions from grade-to-grade

The following are the *instructional shifts* called for by the Common Core Mathematics standards:

1. **Focus** strongly where the Standards focus
2. **Coherence** horizontally linking major topics within a grade and vertically across the grades
3. **Rigor** by shifting toward a balance of conceptual understanding, procedural fluency, and application to problem solving

**Kindergarten**

- Know number names and the count sequence
- Count to tell the number of objects
- Compare numbers
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
- Work with numbers 11-19 to gain foundations for place value

**Grade 1**

- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Work with addition and subtraction equations
- Extend the counting sequence
- Understand place value

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- Use place value understanding and properties of operations to add and subtract
- Measure lengths indirectly and by iterating length units

**Grade 2**

- Represent and solve problems involving addition and subtraction
- Understand place value
- Use place value understanding and properties of operations to add and subtract
- Measure and estimate lengths in standard units
- Relate addition and subtraction to length

**Fluency Expectations in Mathematics**

<b>Kindergarten</b>	<ul style="list-style-type: none"> <li>• Fluently add and subtract within 5</li> </ul>
<b>Grade 1</b>	<ul style="list-style-type: none"> <li>• Add and subtract within 20, demonstrating fluency for addition and subtraction with 10</li> </ul>
<b>Grade 2</b>	<ul style="list-style-type: none"> <li>• Fluently add and subtract within 20 using mental strategies</li> <li>• Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</li> </ul>

The following **8 mathematical practices** should be incorporated into all K-2 instruction:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**K-2 Reading and Mathematics Minimum Recommended Instructional Times**

ELA	Kindergarten	First	Second
Tier I	150 minutes* daily	150 minutes* daily	150 minutes* daily
Tier II**	20 minutes	30 minutes	30 minutes
Tier III***	40-45 minutes	45-60 minutes	45-60 minutes
Mathematics	Kindergarten	First	Second
Tier I	60 minutes daily	60 minutes daily	75 minutes daily
Tier II**	20 minutes	20 minutes	30 minutes
Tier III***	40-45 minutes	40-45 minutes	45-60 minutes

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\* It is strongly recommended that 90 minutes of the 150-minute ELA Tier I instruction be uninterrupted.

\*\***Tier II** intervention is in addition to the Tier I instruction. Students needing interventions in Tier II should receive them daily.

\*\*\* **Tier III** is in addition to the instruction provided in Tier I. Tier III interventions must be more intense than Tier II interventions.

**Tier I** English Language Arts instruction should include all of the CCSS ELA Stands (Reading [Literature, Informational Text, and Foundational Skills], Writing, Speaking and Listening and Language). As per the CCSS, reading instruction also includes Science and Social Studies texts. Diverse building and grade level structures may have an effect on scheduling.

**The K-2 Three-Tier Response to Intervention Model (RTI) for Reading and Mathematics Instruction**

Instruction in K-2 should have a strong hands-on, multi-sensory emphasis—remembering that young children are concrete rather than abstract thinkers at this stage in their understanding. Evidence-based instructional practices occur across multiple tiers using a scientifically research-based core curriculum aligned to the CCSS.

Assessing students' response to instruction/interventions early and frequently to inform instruction and adjustment to intervention(s) should occur early and be ongoing.

**Tier I** addresses the needs of all students. All students should receive instruction with grade-level standards in small and whole group settings. Tier I is the first layer of prevention and it should be the focus of instruction, providing a strong foundation, striving to meet the needs of all students. Classroom teachers should use flexible, small groups and target specific skills in reading, writing and mathematics. They should be provided with tools and training including:

- Core reading and mathematics programs, scientifically research-based and aligned to grade level CCSS standards;
- Formative assessment data at least 3 times per year to determine instructional needs; and
- Ongoing embedded support and professional development.

**Tier II** addresses the needs of struggling and advanced students. Those students who require additional assistance beyond the usual time allotted for core instruction (Tier I) should receive additional intensive small-group attention daily. Tier II requires high-quality interventions matched to student needs and provided by highly trained personnel. Advanced students should receive targeted reinforcement and enrichment.

**Tier III** addresses the small percentage of students who have received Tier I instruction and continue to show marked difficulty in acquiring necessary literacy and numeracy skills. Students who received

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Tier II interventions and continue to struggle may also need Tier III interventions. These students require more intensive intervention. Students at this level should receive intensive daily small group intervention targeting specific deficit areas.

The specific nature of interventions for Tier II and III are based on progress-monitoring data and/or diagnostic assessment information. Fidelity checks for all Tiers should occur regularly. Whenever possible, Tier II and III should be taught by qualified, certified teachers.

**Necessary Services and Support**

- Ongoing, sustained, and embedded high quality professional development
- Collaborative teacher work groups
- Parental engagement
- District leadership support, resources, and funding
- Tennessee Department of Education leadership support, resources and funding

**Additional Services and Support from the Tennessee Department of Education**

- Response to Instruction and Intervention (RTI<sup>2</sup>) Manual, Spring 2013
- Response to Instruction and Intervention (RTI<sup>2</sup>) Implementation Guide, Fall 2013