

# 11<sup>th</sup>-12<sup>th</sup> Grade Standards

## Reading Informational Text

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>RI11-12.1</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>Tested Standard</b></p>	<p>RI 9-10.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	
<p><b>Standard Unpacked</b></p> <p>The student can:</p> <ul style="list-style-type: none"><li>• Analyze the text</li><li>• Identify explicit textual evidence</li><li>• Cite evidence</li><li>• Draw inferences</li><li>• Support inference using textual evidence</li><li>• Determine matters of uncertainty</li></ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"><li>1. What is stated explicitly in the text?</li><li>2. What inferences can you draw from specific textual evidence?</li><li>3. What can you infer from the text? Why?</li></ol>		

4. What evidence leads you to this conclusion??

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>RI11-12.2</b></p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</p> <p><b>Tested Standard</b></p>	<p>RI 9-10.2</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	
<p>Standard Unpacked</p> <p>The student can:</p> <ul style="list-style-type: none"><li>• Identify multiple central ideas</li><li>• Analyze development of central ideas</li><li>• Analyze how central ideas interact and build on each other</li><li>• Analyze the role of supporting ideas to the central idea</li><li>• Provide an objective summary of text</li></ul>		
<p>Question Stems</p> <ol style="list-style-type: none"><li>1. What are the central ideas of the text?</li><li>2. How were the central ideas developed?</li><li>3. How do the central ideas interact and build on each other?</li><li>4. How are the central ideas similar/different?</li></ol>		
TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard

<p><b>RI11-12.3</b></p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text</p> <p><b>Tested Standard</b></p>	<p>RI 9-10.3</p> <p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	
<p><b>Standard Unpacked</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>Analyze a complex set of ideas, individuals, and events</li> <li>Trace development of ideas, individuals, events</li> <li>Explain the interaction and development of individuals, ideas, or events in the text</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>What is the development of the ideas in the text?</li> <li>Identify the text's sequence of events.</li> <li>How does the interaction of individuals/events/ideas develop over the course of the text?</li> <li>What makes the set of ideas/sequence of events complex?</li> </ol>		
<p><b>TN ACADEMIC STANDARD</b></p>	<p><b>Prior Grade Standard</b></p>	<p><b>Future Grade Standard</b></p>
<p><b>RI11-12.4</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms</p>	<p>RI 9-10.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices</p>	

<p>over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>Tested Standard</b></p>	<p>on meaning and tone.</p>	
<p><b>Standard Unpacked</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Recognize and interpret figurative language</li> <li>• Understanding implied/connotative meanings of words</li> <li>• Understand the use and meaning of technical terms</li> <li>• Identify key terms in a text</li> <li>• Demonstrate how the meaning of a word can be refined</li> </ul>		
<p><b>Question Stemsq</b></p> <ol style="list-style-type: none"> <li>1. What are the figures of speech in the literary text?</li> <li>2. What are the connotative meanings of words in text?</li> <li>3. What technical meanings are required and used in text?</li> <li>4. How does the meaning of a particular word change over the course of a text?</li> </ol>		
<p><b>TN ACADEMIC STANDARD</b></p>	<p><b>Prior Grade Standard</b></p>	<p><b>Future Grade Standard</b></p>
<p><b>RI11-12.5</b></p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>a. Analyze the use of text features (e.g., graphics, headers, captions) in</p>	<p>RI 9-10.5</p> <p>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>a. Analyze the use of text features (e.g., graphics, headers, captions)</p>	

<p>public documents.</p> <p><b>Tested Standard</b></p>	<p>in functional workplace documents.</p>	
<p>Standard Unpacked</p> <p>The student can:</p> <ul style="list-style-type: none"> <li>Analyze text structure</li> <li>Analyze the effectiveness of text structure</li> <li>Understand the nuances of exposition and argument</li> </ul>		
<p>Question Stems</p> <ol style="list-style-type: none"> <li>What text structure is used in the exposition or argument?</li> <li>Is the organization of the exposition or argument effective? Why or why not?</li> <li>What points does the author emphasize?</li> <li>Identify techniques that the author uses to convince and/or engage the reader.</li> </ol>		
<p><b>TN ACADEMIC STANDARD</b></p>	<p><b>Prior Grade Standard</b></p>	<p><b>Future Grade Standard</b></p>
<p><b>RI11-12.6</b></p> <p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text</p> <p><b>Tested Standard</b></p>	<p>RI 9-10.6</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	
<p>Standard Unpacked</p> <p>The student can:</p> <ul style="list-style-type: none"> <li>Determine author’s point of view or purpose ?</li> </ul>		

- Analyze rhetorical devices ?
- Understand persuasion ?
- Analyze style ?
- Analyze content ?
- Appreciate aesthetics of text

### Question Stems

1. What is the author’s point of view or purpose? ?
2. How does the author skillfully use language (rhetoric) to influence the reader? ?
3. How would you describe the author’s style? ?
4. Why is the content of the text important? ?
5. How does the rhetoric contribute to the aesthetics of the text?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>RI11-12.7</b></p> <p><b>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</b></p>	<p>RI 9-10.7</p> <p>Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Evaluate multiple sources of information in various mediums and formats (print, visual). ?</li> <li>• Integrate and use multiple sources of information in various mediums and formats to address a question or solve a problem</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What mediums are used to present the subject? ?</li> <li>2. How is the information formatted in each medium? ?</li> </ol>		

3. Which details are emphasized in the different mediums? ☐
4. What information can be gleaned from each of the mediums?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>RI11-12.8</b></p> <p>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p><b>Tested Standard</b></p>	<p>RI 9-10.8</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	
<p><b>Standard Unpacked</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Identify and understand seminal U.S. texts ☐</li> <li>• Delineate arguments ☐</li> <li>• Evaluate reasoning ☐</li> <li>• Understand U.S. constitutional principles/legal reasoning ☐</li> <li>• Comprehend and evaluate public advocacy works</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What type of text is this? What is the context of its use? ☐</li> <li>2. What is the purpose of the text? ☐</li> <li>3. What argument or proposition is presented? ☐</li> <li>4. For whom does the author advocate?</li> </ol>		

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>RI11-12.9</b></p> <p>Analyze seventeenth-eighteenth – nineteenth century foundational U.S. documents of historical and literacy significance (including The Declarations of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p><b>Tested Standard</b></p>	<p>RI 9-10.9</p> <p>Analyze seminal U.S. documents of historical and literary significance (e.g. Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	
<p>Standard Unpacked</p> <p>The student can:</p> <ul style="list-style-type: none"> <li>Identify and understand foundational U.S. documents ☐</li> <li>Determine historical and/or literary significance ☐</li> <li>Identify and compare themes and purposes ☐</li> <li>Identify and analyze rhetorical features</li> </ul>		
<p>Question Stems</p> <ol style="list-style-type: none"> <li>What is the historical significance of the document? ☐</li> <li>What is the literary significance of the document? ☐</li> <li>How does this text shape the future? ☐</li> <li>What is the purpose of each document?</li> </ol>		
TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>RI11-12.10</b></p>	<p>RI 9-10.10</p>	



<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11CCR text complexity band independently and proficiently.</p>	<p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	
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**Standard Unpacked**

The student can:

- List/understand main idea ☒
- Read independently with proficiency ☒
- Comprehend literary nonfiction ☒
- Comprehend complex vocabulary ☒
- Read fluently ☒
- Demonstrate reading comprehension ☒
- Identify miscellaneous text types

**Question Stems**

1. What is the theme or topic of the selection? ☒
2. Was this passage too easy? Too difficult? ☒
3. What is the lexile level of the passage? ☒
4. Did you use text feature before you began reading

**Writing**

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>W.11-12.1</b></p> <p><b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>Tested Standard</p>	<p>W.9-10.1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand the rhetoric of argument</li> <li>• Analyze a substantive topic or text</li> <li>• Introduce a precise claim</li> <li>• Establish significance of claims</li> <li>• Provide reasons and evidence from substantive to support claim</li> <li>• Identify and distinguish counterclaims</li> <li>• Develop claims and counterclaims fairly</li> <li>• Organize reasons and evidence in a logical manner</li> <li>• Support assertions through appeal to logic or emotion</li> <li>• Analyze and address audience considerations, values, and biases</li> <li>• Determine relevance of evidence</li> <li>• Utilize transitional expressions to establish relationships among claims and reasons</li> <li>• Understand how to maintain a formal style and objective tone</li> <li>• Provide an effective conclusion</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. How can you clearly introduce your claim?</li> <li>2. What reasons/evidence best supports your claim?</li> </ol>		

3. Is the evidence relevant? Are your sources credible?
4. What counterclaims can be made? Have you addressed them fairly?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>W.11-12.2</b></p> <p><b>Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</b></p> <p><b>Tested Standard</b></p>	<p>W.9-10.2</p> <p>Write informative/ explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Convey information accurately</li> <li>• Understand and use various organizational structures</li> <li>• Utilize formatting, graphics, and multimedia</li> <li>• Introduce a topic/thesis statement and preview what is to follow</li> <li>• Use facts, concrete details, quotations, examples to develop the topic</li> <li>• Utilize various transitional expressions to establish cohesion among ideas and concepts</li> <li>• Understand and use precise vocabulary</li> <li>• Use figurative language</li> <li>• Understand and use domain-specific vocabulary</li> <li>• Understand and use a formal style and objective tone</li> <li>• Provide an effective conclusion</li> </ul>		
<p><b>Question Stems</b></p>		

1. How can you clearly introduce your topic?
2. What information will you provide in the preview following the topic/thesis statement?
3. What organizational structure will best enable to you to convey your information?
4. What facts/details/examples/quotations help to develop your topic?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>W.11-12.3</b></p> <p><b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p> <ol style="list-style-type: none"> <li><b>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences and events.</b></li> <li><b>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</b></li> <li><b>c. Use a variety of techniques to</b></li> </ol>	<p>W.9-10.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> </ol>	

<p>sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>Tested Standard</b></p>	<p>d. Use precise words, and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Convey information accurately</li> <li>• Understand and use various organizational structures</li> <li>• Utilize formatting, graphics, and multimedia</li> <li>• Introduce a topic/thesis statement and preview what is to follow</li> <li>• Use facts, concrete details, quotations, examples to develop the topic</li> </ul>		

- Utilize various transitional expressions to establish cohesion among ideas and concepts
- Understand and use precise vocabulary
- Use figurative language
- Understand and use domain-specific vocabulary
- Understand and use a formal style and objective tone
- Provide an effective conclusion

### Question Stems

1. What experience or event will you write about? ☒
2. How will you introduce your characters and narrator? ☒
3. From what point of view is your story written? It is consistent throughout? Is there more than one point of view?
4. How will you organize the events in your story? Are they logical? Is the relationship between the events evident?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>W.11-12.4</b></p> <p><b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</b></p>	<p>W.9-10.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	

### Standard Unpacked

#### The student can:

- Understand various writing text types and their organizational structures ☒
- Identify and understand the writing task ☒
- Identify and understand the writing purpose ☒
- Determine and address the audience appropriately ☒
- Understand and utilize appropriate style

<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What form of writing does the prompt call for? ☒</li> <li>2. What organizational structure will you use? ☒</li> <li>3. What is the purpose for writing? ☒</li> <li>4. Who is the audience?</li> </ol>		
<p><b>TN ACADEMIC STANDARD</b></p>	<p><b>Prior Grade Standard</b></p>	<p><b>Future Grade Standard</b></p>
<p><b>W.11-12.5</b></p> <p><b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b></p>	<p>W.9-10.5</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand and focus on purpose and audience ☒</li> <li>• Develop and use planning templates ☒</li> <li>• Understand and utilize revision techniques ☒</li> <li>• Identify and edit text-problems ☒</li> <li>• Understand and use multiple writing approaches ☒</li> <li>• Receive and provide writing guidance</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What is the purpose or focus of the piece? What aspects are most significant? ☒</li> <li>2. How will you plan your writing piece? ☒</li> <li>3. How does your planning template compare with your writing piece? Was something added/omitted? Why? ☒</li> </ol>		

4. What is the best title for this piece

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>W.11-12.6</b></p> <p><b>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</b></p>	<p>W.9-10.6</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Use technology proficiently for production, publication, and collaboration ☒</li> <li>• Demonstrate keyboarding skills (three page/single sitting minimum- 6th grade) ☒</li> <li>• Link and cite sources ☒</li> <li>• Create shared writing products ☒</li> <li>• Display information flexibly and dynamically ☒</li> <li>• Respond to ongoing feedback and new information ☒</li> <li>• Access and use the Internet</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What software will you use to create this document? ☒</li> <li>2. How can the Internet serve as a tool for production, publication, and collaboration? ☒</li> <li>3. What Internet links will you provide in your document? ☒</li> <li>4. How do you correctly cite Internet links</li> </ol>		
TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard



<p><b>W.11-12.7</b></p> <p><b>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b></p> <p><b>Tested Standard</b></p>	<p>W.9-10.7</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question), or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand steps of an investigation ☒</li> <li>• Develop an inquiry question ☒</li> <li>• Conduct research drawing on several sources ☒</li> <li>• Refocus inquiry/generate additional questions when appropriate ☒</li> <li>• Synthesize and summarize information ☒</li> <li>• Cite a variety of sources</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What subject are you investigating? ☒</li> <li>2. What is your inquiry question? ☒</li> <li>3. How will you locate sources? ☒</li> <li>4. What is the origin of the sources you are using?</li> </ol>		

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<p><b>W.11-12.8</b></p> <p><b>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</b></p>	<p>W.9-10.8</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Gather print and digital information (research) ☒</li> <li>• Assess relevance and usefulness of information ☒</li> <li>• Assess credibility and accuracy of sources ☒</li> <li>• Utilize quotes ☒</li> <li>• Paraphrase correctly ☒</li> <li>• Cite sources/bibliography ☒</li> <li>• Provide footnotes and endnotes</li> </ul>		

**Question Stems**

1. How will you locate information from both print and digital sources? ☒
2. What search engines and terms will you use? ☒
3. What makes this information relevant to the topic? ☒
4. How do you know that the source is credible and accurate?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>W.11-12.9</b></p> <p><b>Draw evidence from literary or informational text to support analysis, reflection, and research.</b></p> <p><b>a. Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth- nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</b></p> <p><b>b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the</b></p>	<p>W.9-10.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and</p>	

<p><b>reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).</b></p>	<p>sufficient; identify false statements and fallacious reasoning”).</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Analyze literary or informational texts ☒</li> <li>• Assess soundness of reasoning and relevance of evidence ☒</li> <li>• Utilize evidence to support analysis/research ☒</li> <li>• Recognize and understand organizational structures</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What evidence can you draw from the passage to support your analysis or position? ☒</li> <li>2. How does the author present the information? ☒</li> <li>3. What similarities in the various texts do you notice? ☒</li> <li>4. What conclusions can you make based on the text(s)?</li> </ol>		
<p><b>TN ACADEMIC STANDARD</b></p>	<p><b>Prior Grade Standard</b></p>	<p><b>Future Grade Standard</b></p>

<p><b>W.11-12.10</b></p> <p><b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b></p>	<p>W.9-10.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
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<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Identify and understand the task ☒</li> <li>• Identify and understand the purpose ☒</li> <li>• Identify and understand the audience ☒</li> <li>• Compose a variety of text types ☒</li> <li>• Communicate information effectively</li> </ul>
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<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. How can you create an outline (with time frames) to facilitate/organize your writing? ☒</li> <li>2. What is the purpose of this writing? ☒</li> <li>3. What is the specific task? ☒</li> <li>4. Who is the intended audience? ☒</li> <li>5. How will you address the audience’s knowledge/perspective?</li> </ol>
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**Speaking and Listening**

<p>TN ACADEMIC STANDARD</p>	<p>Prior Grade Standard</p>	<p>Future Grade Standard</p>
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**SL 11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to simulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**SL9-10.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or

<p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	
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**Standard Unpacked**

**The student can:**

- Know how to initiate a discussion
- Use appropriate structures to build on the ideas of others.
- Prepare for discussions by reading and referring to the researched material
- Use civil, democratic discussions when working with peers
- Set goals, deadlines and roles for the group
- Pose and respond to questions in a manner that is open-ended and will propel conversations forward
- Create a system for presenting multiple positions on a topic or issue
- Create an environment where creative and divergent thinking are promoted/encouraged
- Understand organizational patterns will help speech be coherent and logical
- Respond to diverse perspectives
- Evaluate the responses, and determine if additional information or research is required

### Question Stems

1. What reading or research will you do in order to prepare for the discussion?
2. What evidence from your research does your group need to hear?
3. What are your group norms for discussion?
4. How will you make sure that everyone contributes to the conversation? What kinds of questions might you ask?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>SL 11-12.2</b></p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>	<p><b>SL9-10.2</b></p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source..</p>	

### Standard Unpacked

#### The student can:

- Gather information from multiple sources
- Integrate information from print and digital sources
- Evaluate the accuracy and credibility of sources
- Based on the accuracy/credibility of sources, make decisions and solve problems
- Understand diverse media formats (e.g., visually, quantitatively, and oral)



### Question Stems

1. What will be the topic of your presentation?
2. How many sources will form the basis of the information you present?
3. How will you integrate different forms of media: audio, text, animation, video, print
4. How will you evaluate the accuracy/credibility of your sources?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<b>SL 11-12.3</b>  Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<b>SL9-10.3</b>  Evaluate a speaker's or point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	

### Standard Unpacked

#### The student can:

- Identify the speaker's point of view
- Evaluate the reasoning and use of evidence
- Identify the speaker's stance (pro/con; support/oppose)
- Know what premises the speaker wants the listener to assume are true
- Understand the difference between evidence and rhetoric
- Evaluate how the speaker links ideas to support his point of view
- Analyze how word choice and tone influence the perception of point of view, reasoning and evidence

**Question Stems**

1. Evaluate and explain the speaker’s point of view.
2. Determine the speaker’s stance and analyze if the evidence supports the stance
3. Was the speakers reasoning sound and logical?
4. How did the speaker’s choice of words influence the perception of the soundness of the points being made?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>SL.11-12.4</b></p> <p>Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. Uses appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SL9-10.4</p> <p>Present information, findings, and supporting evidence clearly, concisely and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task</p>	
<p><b>Standard Unpacked</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Present information clearly , concisely, and logically</li> <li>• Use correct eye contact</li> <li>• Adequate volume</li> </ul>		

- Clear pronunciation
- Present evidence in support of a thesis
- Draw information from primary and secondary sources and provide a conclusion
- Present a recitation
- Convey the meaning
- Include appropriate performance techniques
- Organize speech logically

**Question Stems**

1. What is your presentation’s thesis?
2. What sources will you use?
3. Is there a balance between primary and secondary sources?
4. Is there sufficient evidence so that listeners can follow your line of reasoning?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>SL.11-12.5</b></p> <p><b>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</b></p>	<p>SL9-10.5</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	

**Standard Unpacked**

**The student can:**

- Know and use a variety of digital media formats (i.e., textual, graphical, audio, visual, and interactive)
- Strategically use digital media to emphasize key points or findings
- Understand the effect of each element on your audience
- Use media to convey your reasoning and evidence used to support your point of view

<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What digital media elements will you use in your presentation?</li> <li>2. How does this element enhance understanding?</li> <li>3. Where should you include this element?</li> <li>4. Would a different visual element be more effective?</li> </ol>		
<b>TN ACADEMIC STANDARD</b>	<b>Prior Grade Standard</b>	<b>Future Grade Standard</b>
<p><b>SL.11-12.6</b></p> <p><b>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</b></p>	<p>SL9-10.6</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience</li> <li>• Identify context or situation</li> <li>• Adapt speech delivery to audience and purpose</li> <li>• Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)</li> <li>• Understand the difference between formal and informal presentations</li> <li>• Understand task (i.e.; persuade, to explain, to describe, or to entertain)</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What is the context, or situation?</li> <li>2. Who is your audience?</li> <li>3. What is your task, or purpose?</li> <li>4. What adaptations will you make since you are presenting to _____? Would a different visual element be more effective?</li> </ol>		

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>L.11-12.1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</li> </ul> <p><b>Tested Standard</b></p>	<p>L9-10.1</p> <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use parallel structure.*</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations</li> </ul>	
<p><b>Standard Unpacked</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Demonstrate a command of English grammar and diction ☐</li> <li>• Understand the difference between formal and informal register ☐</li> <li>• Use reference materials to resolve usage questions</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Is this sentence grammatically correct? How can it be improved? ☐</li> <li>2. Has this convention changed over time? How does current usage differ from that of the past? ☐</li> <li>3. What reference material might you consult when unsure of a complex usage issue</li> </ol>		

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>L.11-12.2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ul> <p><b>Tested Standard</b></p>	<p>L9-10.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul>	
<p><b>Standard Unpacked</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Understand and correctly use English conventions ☒</li> <li>• Understand when to use hyphenation ☒</li> <li>• Know the resources available with information on when to use hyphenation ☒</li> <li>• Know spelling conventions of standard English</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. When do you use a hyphen? ☒</li> <li>2. Provide an example of the use of hyphenation after a prefix. ☒</li> <li>3. Provide an example of the use of hyphenation in compound adjectives. ☒</li> <li>4. Provide an example of the use of hyphenation in compound nouns</li> </ol>		
TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard

<p><b>L.11-12.3</b></p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>Tested Standard</b></p>	<p>L9-10.3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p><b>Standard Unpacked</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Identify the context and the appropriate language choice ☐</li> <li>• Understand how syntax creates and conveys meaning ☐</li> <li>• Apply knowledge of syntax to study of complex texts ☐</li> <li>• Consult reference materials for syntax guidance</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What is the context of this piece? Is the style appropriate? ☐</li> <li>2. Does the word choice clearly convey meaning? Give an example. ☐</li> <li>3. How does the syntax assist in conveying meaning? ☐</li> <li>4. How might you vary the syntax if writing in a different style?</li> </ol>		
<p><b>TN ACADEMIC STANDARD</b></p>	<p><b>Prior Grade Standard</b></p>	<p><b>Future Grade Standard</b></p>
<p><b>L11-12.4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p>	<p>L.9-10.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and</p>	

<p>a. Use context (e.g., overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, it’s part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p> <p><b>Tested Standard</b></p>	<p>content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>	
<p>Standard Unpacked</p>		



**The student can:**

- Use context clues to derive word meaning
- Use Greek and Latin affixes and roots to derive word meaning
- Identify word families and parts of speech
- Use reference materials to derive word meanings
- Use reference materials to determine correct pronunciation of words
- Trace the etymology of words
- Verify word meaning

**Question Stems**

1. Based upon the use of the word in the sentence, what can you deduce the word \_\_\_\_\_ means?
2. Does the positioning of the word \_\_\_\_\_ assist in determining meaning? Is an appositive clue provided?
3. Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?
4. What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?

**TN ACADEMIC STANDARD**

**Prior Grade Standard**

**Future Grade Standard**

**L11-12.5**

**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

**Tested Standard**

L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations

**Standard Unpacked**

**The student can:**

- Understand figurative language ( simile, metaphor personification, hyperbole, paradox)
- Understand denotation and connotations

**Question Stems**

1. Can you change this sentence and use a metaphor or a simile to help create image?
2. Identify the hyperbole. What do you think is the intended meaning? Why do you think the author emphasized this idea?
3. Can you provide a more positive connotation for the expression?
4. This sentence is written literally; how can you exaggerate your idea?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<b>L11-12.6</b> Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.9-10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

**Standard Unpacked**

**The student can:**

- Identify, understand, and use general academic terms

- Identify, understand, and use domain-specific terms
- Independently build vocabulary

### Question Stems

1. What is the meaning for the term \_\_\_\_\_?
2. How would you use the academic word \_\_\_\_\_ in a sentence?
3. Can you give an example of how the word \_\_\_\_\_ is used in different subject areas?
4. The word \_\_\_\_\_ is specific to what subject/domain?

## Reading Literature

### TN ACADEMIC STANDARD

### Prior Grade Standard

### Future Grade Standard

#### RL11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Tested Standard

#### RL9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Standard Unpacked

#### The student can:

- Analyze the text
- Identify explicit textual evidence
- Cite evidence
- Draw inferences
- Support inference using textual evidence

- Determine matters of uncertainty

**Question Stems**

1. What textual evidence did you identify to support your analysis of the text? Cite several examples.
2. What inferences can you draw from your analysis of the text?
3. Show me in the text what makes you think that.
4. What evidence (textual or informational) most strongly support your analysis?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
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<p><b>RL11-12.2</b></p> <p><b>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</b></p> <p><b>Tested Standard</b></p>
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<p>RL9-10.2</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
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<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Identify multiple central ideas</li> <li>• Analyze development of central ideas</li> <li>• Analyze how central ideas interact and build on each other</li> <li>• Analyze the role of supporting ideas to the central idea</li> <li>• Provide an objective summary of text</li> </ul>
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**Question Stems**

1. Which themes/central ideas can you identify in the readings?

2. How does the author develop the themes/central ideas?
3. How can you objectively summarize the text?
4. Which detail or event first presented an indication of the theme/central?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>RL11-12.3</b></p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>Tested Standard</b></p>	<p>RL 9-10.3</p> <p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	
<p><b>Standard Unpacked</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Understand characterization and plot development</li> <li>• Analyze author’s choices in story development</li> <li>• Trace introductions and development of characters</li> <li>• Relate author’s choices to story topic and structure</li> <li>• Identify literary archetypes present in the text</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. How does the author develop the setting, plot or character?</li> <li>2. What impact do the author’s choices regarding story element have?</li> <li>3. What statement (s) or actions (s) lead to a shift in advancement in the events of the story?</li> <li>4. What archetype or model is found in the work?</li> </ol>		
TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard

<p><b>RL11-12.4</b>  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>Tested Standard</b></p>	<p>RL 9-10.4  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>	
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Identify and interpret figurative word use</li> <li>• Identify and interpret connotative word use</li> <li>• Determine the tone of a piece of literature</li> <li>• Identify multiple meanings of a word or phrase by analyzing the context in which it is used</li> <li>• Determine personal standards of “beauty” in literature and language, and compare to traditional concepts (e.g., Shakespeare, Wordsworth, Frost, etc.)</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Which of the following phrases are figurative?</li> <li>2. Which are the following phrases are connotative?</li> <li>3. How would the meaning change if _____ was replaced with _____?</li> <li>4. What figurative words could be added to change the tone?</li> </ol>		
<p><b>TN ACADEMIC STANDARD</b></p>	<p><b>Prior Grade Standard</b></p>	<p><b>Future Grade Standard</b></p>
<p><b>RL11-12.5</b>  Analyze how an author’s choices</p>	<p>RL 9-10.5  Analyze how an author’s choices</p>	

<p>concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><b>Tested Standard</b></p>	<p>concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	
<p><b>Standard Unpacked</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>Analyze the structure of a text</li> <li>Analyze plot elements</li> <li>Evaluate the aesthetic impact of a text in terms of its structure</li> <li>Determine how structure impacts meaning of text</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>How would the story change if _____(structural element) was changed?</li> <li>What structural element would you change to make a greater aesthetic impact?</li> <li>How does the author use structural elements to develop to aesthetic impact of _____?</li> <li>How does the author order the events? What effect does it have on the theme?</li> </ol>		
<p><b>TN ACADEMIC STANDARD</b></p>	<p><b>Prior Grade Standard</b></p>	<p><b>Future Grade Standard</b></p>
<p><b>RL11-12.6</b></p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p><b>Tested Standard</b></p>	<p>RL 9-10.6</p> <p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	

**Standard Unpacked**

**The student can:**

- Perceive unstated point of view ?
- Recognize and understand satire, sarcasm, irony ?
- Recognize and understand understatement

**Question Stems**

1. Which form of irony is being used in the example \_\_\_\_\_ ? ?
2. How is this “satire” different from other text you have read? ?
3. Why did the author use sarcasm here? ?
4. What other text you have read did the author use sarcasm?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<b>RL11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.	RL 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	

**Standard Unpacked**

**The student can:**

- Analyze multiple interpretations of a story, drama, or poem ?
- Evaluate (judge) how each version interprets the source text ?
- Analyze subject and scene representation ?
- Understand various types of artistic mediums ?



- Analyze at least one play by Shakespeare and one play an American dramatist

**Question Stems**

1. What is the source text? ☐
2. What is the theme of the story, drama or poem? ☐
3. What contrasting views did you discover from the interpretations? ☐
4. How do interpretations differ in various versions? ☐
5. Which interpretation did you prefer? Why?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>RL11-12.9</b>            Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.  <b>Tested Standard</b></p>	<p>RL 9-10.9            Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	

**Standard Unpacked**

**The student can:**

- Identify foundational works of American literature (18th, 20th century) ☐
- Compare multiple works with similar themes/topics

**Question Stems**

1. Why is \_\_\_\_\_ considered a foundational work of American literature? ☐
2. What is the underlying theme/topic of \_\_\_\_\_? (justify your response) ☐
3. Name two pieces of literature that have the same theme/topic of \_\_\_\_\_ (explain your answer). ☐
4. How does the treatment of the themes/topics differ? ☐

5. Even though the two texts are from the same time period, why do you think a contrast in theme/topic occurs?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>RL11-12.10</b>            By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11CCR text complexity band independently and proficiently</p>	<p>RL 9-10.10            By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	
<p><b>Standard Unpacked</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Read various forms of literature fluently ☒</li> <li>• Demonstrate comprehension of various forms of literary text ☒</li> <li>• Read independently and comprehend complex texts. ☒</li> <li>• Make an effort to independently read texts of increasing complexity. ☒</li> <li>• Monitor comprehension</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What have you read independently lately? ☒</li> <li>2. What genres have you recently read? ☒</li> <li>3. What genre did you enjoy the most? ☒</li> <li>4. Have you read multiple books by the same author? ☒</li> <li>5. Who is your favorite author?</li> </ol>		

