

Reading Literature/ Informational Text		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Tested Standard	RL5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Standard Unpacked The student can... <ul style="list-style-type: none"> • Read with comprehension. • Draw inferences from the text. • Cite specific examples and details to support inferences. • Analyze the text. 		
Question Stems <ol style="list-style-type: none"> 1. What inferences can you make? 2. What information would you need to support the inference? 3. Analyze the passage, what can you conclude? 4. How does the textual evidence support your conclusion? 		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
RL6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Tested Standard	RL5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 7.2 Determine a theme or central idea of a text and analyze its developments over the course of the text; provide an objective summary of the text.

Repeated Standard (RS)

TNReady Tested Standard (TS)



Standard Unpacked		
The student can...		
<ul style="list-style-type: none"> • Read with comprehension. • Recognize and analyze theme. • Make inferences. • Support theme or idea with details from the text. • Summarize the text. • Understand the difference between fact and opinion or judgment. 		
Question Stems		
<ol style="list-style-type: none"> 1. What does the story suggest about life? 2. Which of the following best captures the theme? 3. How can you best summarize the text? 4. Is your summary free of personal opinions or judgments? 		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution. Tested Standard	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RL7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Standard Unpacked		
The student can...		

Repeated Standard (RS)

TNReady Tested Standard (TS)



- Describe a plot.
- Sequence a series of episodes in a story or drama.
- Identify the problem.
- Summarize the text.
- Describe how characters change throughout a story or drama.
- Determine the resolution of a story or drama.
- Describe how characters respond as the plot moves toward resolution.

Question Stems

1. Sequence the story or drama
2. Describe the problem. How was it resolved?
3. The character's reactions in paragraph __ tells the reader that _____.
4. At what point in the story did the character begin to change?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RL6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. (See grade 6 Language Standards 4-6 for additional expectations)</p> <p>Tested Standard</p>	<p>RL5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.)</p>	<p>RL7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (eg., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>

Standard Unpacked

The student can...

- Understand synonyms
- Understand connotations
- Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- Compare & contrast

Repeated Standard (RS)

TNReady Tested Standard (TS)



- Understand how word choice impacts meaning
- Understand how word choice impacts tone
- Interpret words and phrases
- Make inferences

Question Stems

1. Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
2. Which of the following synonyms is closest in the meaning to the word _____?
3. In this sentence, the word _____ means _____.
4. How did the author use word choice to impact meaning and tone?
5. What word(s) could you use to replace _____ in order to shift the tone?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RL6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Tested Standard</p>	<p>RL5.5 Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem</p>	<p>RL7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>

Standard Unpacked

The student can...

- Understand text structures and their parts
- Understand how a theme, setting, or plot develops
- Understand and analyze how text structure contributes to the development of the theme, setting and plot

Repeated Standard (RS)

TNReady Tested Standard (TS)

<p>Question Stems</p> <ol style="list-style-type: none"> 1. How does the theme, setting or plot develop? 2. What words help the development of the theme, setting or plot? 3. How does _____ contribute to the development of the theme, setting, or plot? 4. How does the sentence, chapter, scene, or stanza fit into the overall structure of a _____? 		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RL6.6 Explain how an author develops the point of view of the narrator or speaker in a text. Tested Standard</p>	<p>RL5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>RL7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>
<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> • Identify the point of view • Understand and explain how the point of view is developed by the narrator or speaker 		
<p>Question Stems</p> <ol style="list-style-type: none"> 1. How does the author develop the narrator or speaker’s point of view? 2. How does the author’s word choice help develop the narrator or speaker’s point of view? 3. Who is the narrator? 4. How did the author help develop the character’s point of view? 		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
RL6.7	RL5.7	RL7.7

Repeated Standard (RS)

TNReady Tested Standard (TS)



Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
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<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> • Compare & contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text • Contrast what students “hear” and “see” when reading to what they <i>perceive</i> when they listen or watch
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<p>Question Stems</p> <ol style="list-style-type: none"> 1. How does reading a story compare to the audio or video version? 2. What do you see/hear when reading the text? 3. Explain your perception of what you hear and see. 4. Explain the differences between what you <i>see</i> and <i>hear</i> when reading to your perception of what you <i>hear</i> and <i>watch</i> in an audio, video or live version.
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TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RL6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>RL5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>RL7.9 Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>

Repeated Standard (RS)

TNReady Tested Standard (TS)

Tested Standard		
Standard Unpacked		
The student can...		
<ul style="list-style-type: none"> • Understand the compare/contrast pattern • Recognize text forms and genres • Understand how themes are developed • Identify text topics 		
Question Stems		
<ol style="list-style-type: none"> 1. How are ____ and ____ alike/similar/different? 2. What is the topic or theme of each selection? 3. Although the topic/theme of these passages is similar, how does the presentation differ? 4. Why do you think the author used this approach in relaying the theme? 		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
RL6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	RL7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Standard Unpacked		

The student can...

- Read various forms of literature fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts.
- Make an effort to independently read texts of increasing complexity.
- Monitor comprehension

Question Stems

1. What have you read independently lately?
2. What genres have you recently read?
3. Have you read multiple books by the same author?
4. Do you think you are ready to read a more complex text or different type of literature?
5. Briefly summarize the plot and theme of the text.

Reading Informational Text		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RI6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Tested Standard</p>	<p>RI5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RI7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>Standard Unpacked</p>		

Repeated Standard (RS)

TNReady Tested Standard (TS)



The student can...

- Read with comprehension
- Draw inferences
- Support inference with evidence from the text
- Analyze the text

Question Stems

1. What does the author mean when he/she says _____?
2. What conclusions can be drawn?
3. What textual evidence does the text give to prove these generalizations accurate?
4. Analyze the text and determine the most important concepts

TN Academic Standard	Prior Grade Standard	Future Grade Standard
RI6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Tested Standard	RI5.2 Determine two or more main ideas and how they are supported by key details; summarize the text.	RI7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Standard Unpacked

The student can...

- Read with comprehension
- Determine the central idea



- Identify supporting details
- Summarize
- Understand the difference between fact and opinion or judgment

Question Stems

1. What does the text suggest?
2. What is the central idea?
3. What distinct details convey the central idea of this piece?
4. How can you best summarize the text?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RI6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Tested Standard</p>	<p>RI5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>RI7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>

Standard Unpacked

The student can...

- Understand and identify how a key individual/event/idea is introduced
- Understand and identify how a key individual/event/idea is illustrated
- Understand and identify how a key individual/event/idea is elaborated upon
- Identify examples and anecdotes
- Understand how an event or idea is introduced



Question Stems

1. Analyze in detail how an individual, event, or idea is introduced in a text.
2. Explain why it was important for the author to introduce the individual/event/idea at this point in the text.
3. How did the individual/events/idea change over the course of the text?
4. Where does the author provide an example or anecdote to support the development of an individual/event/idea?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RI6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4-6 for additional expectations.) Tested Standard</p>	<p>RI5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. (See grade 5 Language standards 4-6 for additional expectations.)</p>	<p>RI7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>

Standard Unpacked

The student can...

- Identify and interpret connotations
- Identify and interpret figurative language
- Identify and interpret technical language
- Make inferences

Question Stems

Repeated Standard (RS)

TNReady Tested Standard (TS)



1. What does the word/phrase _____ mean in this selection?
2. Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
3. In this sentence, the word _____ means _____.
4. What is the technical meaning of the word?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RI6.5 Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. A. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. Tested Standard</p>	<p>RI5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem /solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>RI7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts</p>
<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> • Analyze text structure and its smaller parts • Understand how ideas develop • Understand and analyze how sentence/paragraph/chapter/section contributes to the development of ideas 		
<p>Question Stems</p>		

Repeated Standard (RS)

TNReady Tested Standard (TS)



1. How does the idea develop?
2. What words help the development of an idea?
3. How does the sentence/paragraph/chapter/section fit into the overall structure of a _____?
4. What text features are used?
5. How do the text feature assist the reader?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RI6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Tested Standard</p>	<p>RI5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>RI7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>

Standard Unpacked

The student can...

- Identify the point of view.
- Identify author’s purpose
- Understand and explain how point of view /purpose develops and is conveyed

Question Stems

1. What is the author’s point of view or purpose?
2. How does the author’s word choice help develop the point of view/purpose?
3. Use the text to support how the point of view/purpose is conveyed by the author

Repeated Standard (RS)

TNReady Tested Standard (TS)

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RI6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>RI5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>RI7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>
<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> • Integrate information from diverse media and formats • Summarize information • Develop understanding of a topic/issue 		
<p>Question Stems</p> <ol style="list-style-type: none"> 1. What common understanding on the topic/issue did you develop? 2. Which format best relays the message? 		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RI6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from</p>	<p>RI5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence</p>	<p>RI7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is</p>

Repeated Standard (RS)

TNReady Tested Standard (TS)



claims that are not Tested Standard	support which point(s).	relevant and sufficient to support the claims.
Standard Unpacked The student can... <ul style="list-style-type: none"> • Understand how claims and/or arguments are supported • Trace and evaluate arguments and claims • Distinguish valid claims from claims that aren't supported 		
Question Stems <ol style="list-style-type: none"> 1. What is the argument presented in the text? 2. How is the argument developed and supported? 3. Is the claim valid? Explain your answer. 4. Show me evidence that supports the argument. 		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
RI6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Tested Standard	RI5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Standard Unpacked The student can...		



- Compare & contrast differing presentations of the same event
- Synthesize information

Question Stems

1. How do the works of _____ differ from the works of _____?
2. Explain the similarities and differences of _____ and _____.
3. What is common in both texts?
4. How do the texts differ?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>RI6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI5.10 By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>RI7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

Standard Unpacked

The student can...

- Read various forms of literary nonfiction fluently
- Demonstrate comprehension of various forms of literary text
- Read independently and comprehend complex texts.
- Make an effort to independently read texts of increasing complexity.
- Monitor comprehension

Repeated Standard (RS)

TNReady Tested Standard (TS)



Question Stems

1. What are the topics/central ideas of the nonfiction texts that you have recently read?
2. Have you read multiple books by the same author?
3. Do you think you are ready to read a more complex text or different type of literary nonfiction?
4. Briefly summarize the central idea of the text.

Writing		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>W6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce a claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>Tested Standard</p>	<p>W5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinions and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>W7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a) Introduce a claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b) Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.</p> <p>d) Establish and maintain a formal style.</p> <p>e) Provide a concluding statement or section that follows from and supports the argument presented.</p>
Standard Unpacked		

Repeated Standard (RS)

TNReady Tested Standard (TS)

The student can...

- Understand the rhetoric of argument
- Introduce a precise claim
- Provide reasons and evidence to support claims
- Determine relevance of evidence
- Utilize credible sources
- Utilize transitional expressions to establish relationships among claims and reasons
- Understand and use a formal style
- Provide an effective conclusion

Sample Questions

1. How can you clearly introduce your claim?
2. What reasons/evidence best supports your claim?
3. Is the evidence relevant? Are your sources credible?
4. What words will assist the reader in clarifying the relationship between the claim and reasons?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
W6.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic or thesis statement ; organize ideas, concepts, and information, using strategies such as definition,	W5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (<i>e.g., headings</i>), illustrations, and multimedia when useful to aiding comprehension.	W7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a) Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information,

Repeated Standard (RS)

TNReady Tested Standard (TS)



<p>classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>Tested Standard</p>	<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (<i>e.g., in contrast, especially</i>).</p> <p>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e) Establish and maintain a formal style.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
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Standard Unpacked

The student can...

- Convey information accurately
- Understand and use various organizational structures
- Utilize formatting, graphics, and multimedia
- Introduce a topic
- Use facts, concrete details, quotations, examples to develop the topic
- Utilize transitional expressions to establish relationships among ideas and concepts
- Understand and use precise vocabulary
- Incorporate definitions of terms



- Understand and use domain-specific vocabulary
- Understand and use a formal style
- Provide an effective conclusion

Sample Questions

1. How can you clearly introduce your topic?
2. What organizational structure will best enable to you to convey your information?
3. What facts/details/examples/quotations help to develop your topic?
4. What words will assist the reader in clarifying the relationship among the ideas and concepts?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>W6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/ or characters.</p>	<p>W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p>W7.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or character; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>

Repeated Standard (RS)

TNReady Tested Standard (TS)



<p>c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Tested Standard</p>	<p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects the narrated experiences or events.</p>
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Standard Unpacked

The student can...

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- Convey an experience or event
- Understand narrative (vs. expository) techniques
- Establish context and narrator/characters
- Organize a logical/natural event sequence
- Craft dialogue
- Use descriptive/sensory language
- Utilize transitional expressions to convey sequence and signal shifts
- Provide an effective conclusion

1. What experience or event will you write about?
2. How will you introduce your characters and narrator?
3. How will you organize the events in your story? Are they logical?
4. What transitional expressions did you use to convey the sequence of events? Are signal shifts from one time frame to another evident?
5. How can you use dialogue to convey the experience?



TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>W6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p>	<p>W5.4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. <i>(Grade-specific expectations for writing types are defined in Standards 1–3 above)</i></p>	<p>W7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> • 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>Sample Questions</p> <ol style="list-style-type: none"> 1. What form of writing does the prompt call for? 2. What organizational structure will you use? 3. What is the purpose for writing? 4. Who is the audience? 5. How will you organize and develop your thoughts before writing? 6. Did you use vocabulary that is appropriate to your audience? 7. Are you using a formal or informal style of writing? Which would be most appropriate for your audience? 		

Repeated Standard (RS)

TNReady Tested Standard (TS)

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TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>W6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)</p>	<p>W5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.</i>)</p>	<p>W7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)</p>
<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> • Develop and use planning templates • Understand and utilize revision techniques • Identify and edit text-problems • Understand and use multiple writing approaches • Receive and provide writing guidance 		
<p>Sample Questions</p> <ol style="list-style-type: none"> 1. How will you plan your writing piece? 2. How does your planning template compare with your writing piece? Was something added/omitted? Why 3. Is the structure you selected the most effective format for conveying your ideas? 4. Is additional evidence, description, or clarification needed anywhere in the piece? 		

Repeated Standard (RS)

TNReady Tested Standard (TS)



5. Does one section of your writing piece problematic? How can you revise that portion to better fit the overall piece?
6. Is your writing free of writing conventions errors?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>W6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>W5.6 With guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>W7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>
<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Demonstrate keyboarding skills (three page/single sitting minimum) • Access and use the Internet 		
<p>Sample Questions</p> <ol style="list-style-type: none"> 1. What software will you use to create this document? 2. How can the Internet serve as a tool for production, publication, and collaboration? 3. What medium will you use to publish your writing so that others can access it? 4. How will you use technology to collaborate and interact with others about your writing? 		

TN Academic Standard	Prior Grade Standard	Future Grade Standard
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Repeated Standard (RS)

TNReady Tested Standard (TS)



<p>W6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Tested Standard</p>	<p>W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>W7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
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Standard Unpacked

The student can...

- Understand steps of an investigation
- Develop an inquiry question
- Conduct research drawing on several sources
- Refocus inquiry when appropriate
- Synthesize and summarize information
- Cite a variety of sources

Sample Questions

1. What subject are you investigating?
2. What is your inquiry question?
3. How will locate sources?
4. What is the origin of the sources you are using?
5. How do correctly cite your sources?
6. How does the information drawn from various sources provide an answer to your question?
7. Is the information from the various sources consistent / complimentary?
8. Does your inquiry question need to be altered as a result of your findings?
9. How can you best summarize your findings?
10. What did you learn from this inquiry?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>W6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>W5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>W7.8 Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> • Gather print and digital information (research) • Assess relevance of information • Assess credibility of sources • Utilize quotes • Paraphrase correctly • Create a bibliography 		
<p>Sample Questions</p> <ol style="list-style-type: none"> 1. How will you locate information from both print and digital sources? 		

Repeated Standard (RS)

TNReady Tested Standard (TS)



2. What makes this information relevant to the topic?
3. How do you know that the source is credible?
4. What direct quotes will you use?
5. What conclusive information do you plan to include?
6. How will you paraphrase the information?
7. How do you cite (various) sources in a bibliography?

TN Academic Standard		
<p>W6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>W5.9 Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>W7.9 Draw evidence from literary or informational text to support analysis, reflection and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>
<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> • Analyze literary or informational texts • Identify evidence to support analysis/research 		

Repeated Standard (RS)

TNReady Tested Standard (TS)



- Recognize and understand organizational structures

Sample Questions

1. What evidence can you draw from the passage to support your analysis or position?
2. How does the author present the information?
3. What similarities in the various texts do you notice?
4. What conclusions can you make based on the text(s)?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>W6.10 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 discipline-specific tasks, purposes, and audiences.</p>	<p>W5.10 Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W7.10 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 discipline-specific tasks, purposes, and audiences.</p>

Standard Unpacked

The student can...

- Identify and understand the task
- Identify and understand the purpose
- Identify and understand the audience
- Compose a variety of text types
- Communicate information effectively

Sample Questions

Repeated Standard (RS)

TNReady Tested Standard (TS)



1. How can you create an outline (with time frames) to facilitate/organize your writing?
2. What is the purpose of this writing?
3. What is the specific task?
4. Who is the intended audience?
5. How will you address the audience’s knowledge/perspective?

Speaking and Listening		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>SL6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>SL5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by</p>	<p>SL7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines,</p>

Repeated Standard (RS)

TNReady Tested Standard (TS)



<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<p>and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own view</p>
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<p>Learning Target/Evidence Statements</p> <ul style="list-style-type: none"> • Express yourself clearly • Know how to incorporate evidence or information about the topic, text, or issue during the discussion • When working in groups: <ul style="list-style-type: none"> Know what behaviors are appropriate Know the roles and the tasks associated with the role Come to agreement on goals for the group and deadlines for completing the task • Pose and respond to questions • Contribute to the discussion by elaborating on the comments of others • Demonstrate understanding of multiple perspectives by reflecting on the ideas expressed. • Review key ideas discussed by paraphrasing them

<p>Sample Questions</p> <ol style="list-style-type: none"> 1. How did you prepare for today's discussion? 2. What are some questions you might ask during the discussion? 3. Based on what you read, what might you want to discuss more deeply with your group? 4. Will your group need to designate group tasks? How will you decide what roles you will take? 5. How did you contribute to the group? 6. After listening to the group discussion, reflect on what you heard? Do you agree with the ideas? 7. Can you paraphrase key ideas?



- 8. In writing, review the key ideas expressed during the discussion.
- 9. Was the group discussion effective? What did you learn?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>SL6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>SL5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SL7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>

Standard Unpacked

The student can...

- Identify different sources and formats of information
- Interpret information from various sources
- Explain how different media and formats contribute to how information is interpreted
- Interpret information that is presented visually, through charts and graphs, or speaking

Sample Questions

1. What format is used to present the information?
2. How did presenting the information visually, quantitatively (numerically or measurable) or orally affect how you understood the information?
3. Who is the intended audience? Did this influence which media format was used to deliver the information?
4. What is your topic? What media will you use to present your information?
5. Are there other factors that you consider when choosing a media format?

Repeated Standard (RS)

TNReady Tested Standard (TS)

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>SL6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SL5.3 Summarize the points a speaker <u>or media source</u> makes and explain how each claim is supported by reasons and evidence, <u>and identify and analyze any logical fallacies.</u></p>	<p>SL7.3 Delineate a speaker’s argument and specific claims, <u>and attitude toward the subject</u>, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> • Identify claims and arguments • Understand what constitutes evidence • Know when something is reasonable • Identify specific claims supported by evidence • Identify arguments that are logical and within reason • Identify the reasons and evidence that support a person’s claims 		
<p>Sample Questions</p> <ol style="list-style-type: none"> 1. Is the speaker’s argument valid? Why or why not? 2. Are the claims that the speaker uses to support the argument valid? Why or why not? 3. How is the argument supported? 4. Are the speaker’s claims based on fact and evidence? 5. Are the speaker’s arguments based on faulty logic? 6. What information was factual? 7. Which claims were based on opinion? 8. Was the factual information backed with relevant evidence? 		

Repeated Standard (RS)

TNReady Tested Standard (TS)

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>SL6.4 Present claims and findings (<u>e.g., argument, narrative, informative, response to literature presentations</u>), and sequencing ideas logically and using pertinent descriptions, facts, and details <u>and nonverbal elements</u> to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>a. <u>Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion.</u></p>	<p>SL5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>a. <u>Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.</u></p> <p>b. <u>Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</u></p> <ul style="list-style-type: none"> • 	<p>SL7.4 Present claims and findings (<u>e.g., argument, narrative, summary presentations</u>), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>a. Plan and present an argument that: supports a claim,</p> <ul style="list-style-type: none"> • acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.
<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> • Plan and deliver presentations <ul style="list-style-type: none"> argument narrative informative/explanatory response to literature • Distinguish between a claim and a finding • Use an organizer to sequence ideas logically • Sequence ideas logically 		

Repeated Standard (RS)

TN Ready Tested Standard (TS)



- Emphasis main ideas by using details, facts, gestures and body language
- Make appropriate eye contact, speak clearly and loudly enough for the audience
- Use precise language, including terms found in different subjects
- Provide a strong conclusion

Sample Questions

1. Do you have a plan for you presentation?
2. What topic will you inform your audience about?
3. How will you present your claims and evidence?
4. What is the difference between a claim and an argument?
5. Do you have sufficient facts and evidence to support you claims?
6. Is the presentation logical, moving from one point to the next?
7. Are you using transitions to help your readers follow and understand you claim?
8. Is the language in you presentation precise and relevant to the topic?
9. How did you conclude your presentation?
10. Was your conclusion strong? Why or why not?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
SL6.5 Include multimedia components (e.g., graphics, images, music, and sound) and visually displays in presentations to clarify information.	SL5.5 Include multimedia components (e.g., graphics, images, music, and sound) and visually displays in presentations to clarify information.	SL7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

Standard Unpacked

The student can...

- Select appropriate multimedia components that have clear meaning to the presentation.
- Know how to create visual displays

Repeated Standard (RS)

TNReady Tested Standard (TS)



- Be proficient in the use of digital and video cameras, PowerPoint, LCD projectors
- Know how to embed photos, video, audio, texts and animation in a presentation

Sample Questions

1. How does the use of _____ enhance your presentation? The message?
2. What digital media could you use to present your data clearly?
3. What is the message or information you want to convey to your audience?
4. How would including media help the presentation?
5. Do the components help clarify the presentation?
6. What kind of information could you convey by using animation, graphics, sound...
7. How did you decide which images you would include?
8. Did you strategically place your media components and visual displays to enhance understanding of your presentation topic?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>SL6.6 Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p>SL.5.6 Adapts speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3.)</p>

Standard Unpacked

The student can...

- Identify the audience and purpose
- Know the difference between informal and formal English
- Vary sentence patterns for style
- Understand and adapt the delivery to appeal to the audience

Repeated Standard (RS)

TNReady Tested Standard (TS)

- Enunciate and speak at appropriate volume and pace.
- Use conventions of language to improve expression

Sample Questions

1. What is the purpose for your speech?
2. Are you trying to persuade or convince your audience?
3. Who is the audience?
4. Are you delivering a formal presentation?
5. Will you need formal or informal English? Why?
6. Are there places where you can substitute more precise engaging language to keep the listeners interested?
7. How is your selection of word choice going to impact your presentation?
8. How will you engage the listeners and keep them interested?
9. How will you emphasize the important points?

Language		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly.</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p>	<p>L5.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times,</p>	<p>L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly.</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p>

Repeated Standard (RS)

TNReady Tested Standard (TS)



<p>c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). d. Recognize variations from standard English in</p> <ul style="list-style-type: none"> their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. <p>Tested Standard</p>	<p>sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p> <ul style="list-style-type: none"> 	<p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>
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<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> Know and correctly use all parts of speech (noun, pronoun, verb, adverb, adjective, etc.) Understand and correctly use pronouns, (subjective, objective, possessive; singular, plural; first, second and third person pronouns; antecedent, indefinite and intensive pronouns) Recognize variations from standard English
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<p>Sample Questions</p> <ol style="list-style-type: none"> What are subjective pronouns? How do they differ from /are related to objective and possessive pronouns? What is an intensive pronoun? How/when is it used? What are the singular/plural forms of the pronoun ____? Can one easily identify who or what the pronoun ____ is referring to? How can you clarify/reduce ambiguity? In what way does the passage deviate from conventional use of pronouns? What might the author/you do to address conventional errors and improve clarity?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>L6.2 Demonstrate command of the conventions of</p>	<p>L5.2 Observe conventions of capitalization,</p>	<p>L.5.6 Demonstrate command of the conventions of</p>

Repeated Standard (RS)

TNReady Tested Standard (TS)



<p>standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive /parenthetical elements.</p> <p>b. Spell correctly.</p> <p>Tested Standard</p>	<p>punctuation, and spelling.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you.</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive /parenthetical elements.</p> <p>b. Spell correctly</p>
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Standard Unpacked

The student can...

- Use commas, dashes, and/or parentheses
- Understand and punctuate nonrestrictive/parenthetical elements
- Spell correctly

Sample Questions

1. What is a nonrestrictive element? How do you correctly punctuate a nonrestrictive element in a sentence?
2. How does a nonrestrictive element differ from a restrictive element?
3. How do parenthetical elements enhance a sentence? What is their purpose?
4. How should parenthetical elements be punctuated?
5. How can punctuation of parenthetical elements denote significance?



TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>L6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <ul style="list-style-type: none"> b. Maintain consistency in style and tone <p>Tested Standard</p>	<p>L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>L7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*</p>
<p>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> Recognize and use a variety of sentence patterns Identify and use appropriate language to address audience Recognize and employ consistent style Recognize and employ consistent tone 		
<p>Sample Questions</p> <ol style="list-style-type: none"> What sentence patterns are present/absent in this piece (essay/presentation/passage)? Does the piece address the needs/interests of the audience? Is the piece consistent in style and tone? How? 		

TN Academic Standard	Prior Grade Standard	Future Grade Standard
L6.4	L5.4	L7.4

Repeated Standard (RS)

TNReady Tested Standard (TS)



<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <ul style="list-style-type: none"> 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>Tested Standard</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <ul style="list-style-type: none"> 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>Standard Unpacked</p> <p>The student can...</p> <ul style="list-style-type: none"> Use context clues to derive word meaning Use Greek and Latin affixes and roots to derive word meaning 		

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- Use reference materials to derive word meanings
- Use reference materials to determine correct pronunciation of words
- Verify word meaning

Sample Questions

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?
5. ☑ What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>L6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/ effect, part/ whole, item/ category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (<i>definitions</i>) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p>Tested Standard</p>	<p>L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>L7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/ effect, part/ whole, item/ category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, wasteful, thrifty</i>).</p>

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Standard Unpacked

The student can...

- Interpret figurative language
- Utilize word relationships to clarify meaning
- Identify the explicit/direct meaning of a word (denotation)
- Identify the secondary meaning of a word (connotation)

Sample Questions

1. What is meant by the figurative expression_____?
2. What type of figurative language is used?
3. Although very similar in meaning, how do the words slightly differ in meaning?
4. What is the relationship between these words?
5. What is the explicit/direct meaning of the word?
6. Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p>L6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L5.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>L7.6 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • a. Come to discussions prepared, having read or studied required material; explicitly draw on that

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		<p>preparation and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> • b. Follow agreed-upon rules for discussions and carry out assigned roles.
<p>Standard Unpacked</p> <p>The student can...</p> <p>Identify, understand, and use general academic terms</p> <ul style="list-style-type: none"> ☐ Identify, understand, and use domain-specific terms ☐ Independently build vocabulary <p>•</p>		
<p>Sample Questions</p> <ol style="list-style-type: none"> 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? 5. Why is it important to understand the meaning of the domain-specific word _____ when studying this subject? 6. What strategies do you use for identifying, understanding, and using high-utility academic words? 		

6th Grade



1st Quarter

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