

Grades 9-10		
Reading Literature		
TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<b>RL9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>Tested Standard</b>	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL.11-12.1 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.
<b>Standard Unpacked</b>  <b>The student can:</b> <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 several pieces from the text</li> <li>Provide varying degrees of support (evidence)</li> </ul>		
<b>Question Stems</b> <ol style="list-style-type: none"> <li>What textual evidence did you identify to support your analysis of the text? Cite several examples.</li> <li>What inferences can you draw from your analysis of the text?</li> <li>Show me in the text what makes you think that.</li> <li>What evidence (textual or informational) most strongly supports your analysis?</li> </ol>		
TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<b>RL9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the character, setting, and plot; provide an objective summary	RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including

and refined by specific details; provide an objective summary of the text. <b>Tested Standard</b>	of the text.	how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Determine theme or central idea</li> <li>• Analyze theme /central idea development</li> <li>• Make inferences</li> <li>• Formulate an objective summary of the text</li> <li>• Determine how the theme/central idea is refined</li> </ul>
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<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What is the theme or central idea?</li> <li>2. Cite evidence from the text to support your determination of the theme/central idea.</li> <li>3. Which detail or event first presented an indication of the theme?</li> <li>4. How can you objectively summarize the text?</li> </ol>
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TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>RL9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme <b>Tested Standard</b></p>	<p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).</p>

<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand character traits or aspects.</li> </ul>
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- Identify multiple/conflicting character motivations
- Analyze character interactions
- Understand plot development
- Understand casual and complex relationship of dialogue and/or events on plot development.

**Question Stems**

1. What statement(s) or action(s) lead to a shift in advancement in the events of the story?
2. What is revealed about the character by events or dialogue?
3. How are the character motivations developed over the course of the text?
4. Which interactions between characters contribute to the development of the theme?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>RL9-10.4</b>            Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  <b>Tested Standard</b></p>	<p>RL.8.4            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, including analogies or allusions to other texts.</p>	<p>RL.11-12.4            Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>

**Standard Unpacked**

**The student can:**

- Determine figurative meaning
- Determine connotative meaning
- Understand connotations
- Understand how word choice impacts meaning
- Understand how word choice impacts tone
- Identify cumulative impact of word choice
- Determine formal vs. informal tone

<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What does the word/phrase _____ mean in this selection?</li> <li>2. The word/phrase is an example of _____.</li> <li>3. How does the author’s use of repetition of _____ impact the tone of the text?</li> <li>4. Is the text formal or informal in tone? Why?</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>RL9-10.5</b>  <b>Analyze how an author’s choices 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.</b>  <b>Tested Standard</b></p>	<p>RL.8.5  Compare and contrast the structure of two or more texts and analyze how the differing structure of each texts contributes to its meaning and style.</p>	<p>RL.11-12.5  Analyze how an author’s choices 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>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand text structures and their forms</li> <li>• Understand and analyze how text structure contributes to the meaning of a text.</li> <li>• Understand parallel plots</li> <li>• Recognize and understand time manipulation techniques</li> <li>• Understand and distinguish between literary effects (e.g. mystery, tension, surprise)</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. How does the structure of the text contribute to its meaning?</li> <li>2. How does the author order the events? What is the effect?</li> <li>3. Identify the devices used to manipulate time.</li> <li>4. How does the (structural element) create the effect of _____ ?</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>RL9-10.6</b></p>	<p>RL.8.6</p>	<p>RL.11-12.6</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> <p><b>Tested Standard</b></p>	<p>Analyze how a differences in the points of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense of humor.</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>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand and identify point of view ☐</li> <li>• Identify the influence of cultural experiences on point of view ☐</li> <li>• Understand and explain the development of the narrator/ speaker’s point of view. ☐</li> <li>• Contrast the points of the character and the audience/reader. ☐</li> <li>• Determine the effect of differing points of view. ☐ Identify point of view</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What is the origin of the piece of literature? How would you describe the culture? ☐</li> <li>2. What values and beliefs motivate the main character? ☐</li> <li>3. How are the customs and expectations in the work different from that of the reader? ☐</li> <li>4. What point of view is presented?</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>RL9-10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p>	<p>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>RL.11-12.7 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</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Analyze subject/key scene representation ☐</li> </ul>		

- Compare & contrast representations ?
- Understand various types of artistic mediums

**Question Stems**

1. What is the subject or key scene in each piece? ?
2. How does the author depict the main character or scene? ?
3. What are the contrasting views of the portrayal of the character or scene? ?
4. What is emphasized? How? Why?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
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<b>RL9-10.9</b> Analyze how an author draws on and transforms source material in a specific work <b>Tested Standard</b>	RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new	RL.11-12.9 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.
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**Standard Unpacked**

**The student can:**

- Identify original themes or topics ?
- Identify transformed source material ?
- Analyze authors use of source material

**Question Stems**

1. What is the theme or topic? ?
2. What source material did the author use? ?
3. How does the work build upon the original? ?
4. How did the author treat the theme or topic?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
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<b>RL9-10.10</b> By the end of grade 9, read and	RL.8.10 By the end of the year, read and	RL.11-12.10 By the end of grade 11, read and
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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.	comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently	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 11-CCR text complexity band independently and proficiently
<p>Standard Unpacked</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>• Monitor comprehension</li> </ul>		
<p>Question Stems</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> </ol>		

<b>Reading Informational Text</b>		
<b>TN ACADEMIC STANDARD</b>	<b>Prior Grade Standard</b>	<b>Future Grade Standard</b>
<b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences	RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from

<p>the text. <b>Tested Standard</b></p>	<p>drawn from the text.</p>	<p>the text, including determining where the text leaves matters uncertain.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Identify what is explicitly stated in text ☐</li> <li>• Identify inference that can be drawn from the text ☐</li> <li>• Provide support for analysis of text ☐</li> <li>• Identify hierarchy of evidence to support analysis</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 evidence leads you to this conclusion? ☐</li> <li>4. What evidence is most supportive of your analysis?</li> </ol>		
<p><b>RI.9-10.2</b> <b>Determine a theme or central idea of a text and analyze in detail 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.</b> <b>Tested Standard</b></p>	<p>RI.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the character, setting, and plot; provide an objective summary of the text.</p>	<p>RI.11-12.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Determine the central idea ☐</li> <li>• Analyze development of central idea in text ☐</li> <li>• Identify the emergence and refinement of the central idea in a text ☐</li> <li>• Analyze the role of supporting ideas to the central idea ☐</li> <li>• Provide an objective summary</li> </ul>		



<b>Question Stems</b> <ol style="list-style-type: none"> <li>1. What is the central idea? ☐</li> <li>2. How is the central idea developed? ☐</li> <li>3. What supporting ideas are included in the text? ☐</li> <li>4. When does the central idea first emerge?</li> </ol>		
<b>TN ACADEMIC STANDARD</b>	<b>Prior Grade Standard</b>	<b>Future Grade Standard</b>
<b>RI.9-10.3</b> <b>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.</b>	<b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)	<b>RI.11-12.3</b> 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.
<b>Standard Unpacked</b>  <b>The student can:</b> <ul style="list-style-type: none"> <li>• Identify a series of ideas or events that are connected ☐</li> <li>• Analyze how the author presents the ideas or events (order and development)</li> </ul>		
<b>Question Stems</b> <ol style="list-style-type: none"> <li>1. What analysis or series of ideas or events does the author provide? ☐</li> <li>2. How were the ideas or events developed? ☐</li> <li>3. How did the author connect the ideas and events? ☐</li> <li>4. In what order are the points made? What effect does the order of points have?</li> </ol>		
<b>TN ACADEMIC STANDARD</b>	<b>Prior Grade Standard</b>	<b>Future Grade Standard</b>
<b>RI.9-10.4</b> <b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the</b>	<b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the	<b>RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an

cumulative impact of specific word choices on meaning and tone	cumulative impact of specific word choices on meaning and tone	author uses and refines the meaning of a key term or terms over the course of a text
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Determine figurative, connotative, and technical meaning ☐</li> <li>• Understand cumulative impact of word choice ☐</li> <li>• Determine tone and meaning of text.</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Can you identify the use of figurative language in the text? What is the meaning? What effect does it have? ☐</li> <li>2. Can you identify the use of connotation in the text? What is the meaning? What effect does it have? ☐</li> <li>3. What technical meanings are required and used in text? ☐</li> <li>4. What is the meaning of the text? What is the tone?</li> </ol>		
<b>TN ACADEMIC STANDARD</b>	<b>Prior Grade Standard</b>	<b>Future Grade Standard</b>
<p><b>RI.9-10.5</b>  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) in functional workplace documents</p> <p><b>Tested Standard</b></p>	<p>RI.8.5  Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</p>	<p>RI.11-12.5  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 public documents.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p>		

- Identify ideas and claims in text in successive stages (sentence, paragraph, section, chapter) ☒
- Identify & comprehend text features (graphics, headers, captions) ☒
- Understand structure & utility of workplace documents.

**Question Stems**

1. What is the key idea and/or claim presented in this sentence/paragraph/section/ and/or chapter? ☒
2. How did this sentence/paragraph/portion of the text help develop the idea or claim? ☒
3. How did this sentence/paragraph/portion of the text help refine the idea or claim? ☒
4. What text features are provided and how they aid understanding of the key concept?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>RI.9-10.6</b>  <b>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.</b>  <b>Tested Standard</b></p>	<p>RI.8.6  Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>RI.11-12.6  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>

**Standard Unpacked**

**The student can:**

- Identify point of view in text ☒
- Identify purpose of a text ☒
- Understand, identify and analyze the use of rhetoric devices (i.e., repetition, parallelism, slogan, rhetorical questions)
- Understand author’s purpose

**Question Stems**

1. What is the point of view in this text? How do you know? ☒
2. What is the purpose of this text? ☒
3. How and where does the author skillfully use language (rhetoric)? ☒
4. How does the use of rhetoric advance either the point of view or purpose of the piece?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>RI.9-10.7</b></p>	<p>RI.8.7</p>	<p>RI.11-12.7</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>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>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.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand the differences in various mediums (print, video, multimedia). ☐</li> <li>• Compare the presentation of a subject in one or more mediums. ☐</li> <li>• Evaluate the effectiveness of using different mediums. ☐</li> <li>• Determine which details are emphasized in each account (medium).</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. Which details are emphasized in the different mediums? ☐</li> <li>3. What details are absent from the different mediums? ☐</li> <li>4. What was the message or attitude from each of the mediums? Did they share the same message?</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>RI.9-10.8</b>  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  <b>Tested Standard</b></p>	<p>RI.8.8  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p>RI.11-12.8  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>Standard Unpacked</b></p>		

**The student can:**

- Outline or trace the arguments and claims in text. [?]
- Understand and assess validity of reasoning [?]
- Understand and evaluate relevance [?]
- Determine if sufficient evidence is presented to support an argument or claim [?]
- Identify false or misleading reasoning (fallacious reasoning) [?]
- Identify factual evidence

**Question Stems**

1. What argument is presented? [?]
2. What claims support the argument? [?]
3. What evidence is presented? [?]
4. Is the reasoning presented logical?

**TN ACADEMIC STANDARD**

**RI.9-10.9**

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.

**Tested Standard**

**Prior Grade Standard**

RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

**Future Grade Standard**

RI.11-12.9

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.

**Standard Unpacked**

**The student can:**

- Understand and identify U.S. seminal texts [?]
- Identify and compare themes and concepts from multiple texts [?]
- Identify logical and emotional appeals

**Question Stems**

1. What is the significance of this text? ☐
2. How did this text shape the future? ☐
3. What theme/concept is presented in each of the texts? ☐
4. How is the topic treated in a similar/different fashion

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>RI.9-10.10</b>  <b>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</b></p>	<p>RI.8.10            By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p>	<p>RI.11-12.10            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 11-CCR text complexity band independently and proficiently.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Read various forms of literary nonfiction 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 are the topics/central ideas of the nonfiction texts that you have recently read? ☐</li> <li>3. What topic did you enjoy the most? ☐</li> <li>4. Have you read multiple books by the same author?</li> </ol>		

## Writing

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<b>W9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence <b>Tested Standard</b>	W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>Standard Unpacked</b>  <b>The student can:</b> <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>• 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>• Analyze and address audience considerations</li><li>• Determine relevance of evidence</li><li>• Utilize credible sources</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>		
<b>Question Stems</b> <ol style="list-style-type: none"><li>1. How can you clearly introduce your claim? What evidence best supports your claim? Is the evidence relevant? Are your sources credible?</li><li>2. What counterclaims can be made? Have you addressed them fairly?</li></ol>		

3. What considerations should be addressed regarding the audience’s knowledge /concerns of the topic or text?
4. What makes your piece formal in style?
5. Is your tone objective?
6. Does your concluding statement support the argument presented?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>W9-10.2</b>  <b>Write informative/ explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>  <b>Tested Standard</b></p>	<p>W.8.2            Write informative/ explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>W.11-12.2            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.</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>• Incorporate definitions of terms</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 you to convey your information?
4. What facts/details/examples/quotations help to develop your topic?
5. Do your transitions create cohesion among ideas and concepts?
6. What makes your piece formal in style?
7. Is your tone objective?
8. Does your concluding statement support the information presented? Does it articulate the significance of the topic?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>W9-10.3</b>  <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>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> <li>d. Use precise words, and phrases, telling details, and sensory language to convey a vivid picture of the experiences,</li> </ol>	<p>W.8.3  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or</li> </ol>	<p>W.11-12.3  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 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.</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</li> </ol>

<p>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>setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>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>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Convey an experience or event ☐</li> <li>• Understand narrative (vs. expository) techniques ☐</li> <li>• Establish context and narrator/characters ☐</li> <li>• Understand and establish a/multiple point(s) of view ☐</li> <li>• Establish multiple plot lines ☐</li> <li>• Organize a logical/natural event sequence ☐</li> <li>• Craft dialogue ☐</li> <li>• Use descriptive/sensory language ☐</li> <li>• Utilize transitional expressions to convey sequence and signal shifts ☐</li> <li>• Provide a conclusion that reflects upon the resolution</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What experience or event will you write about? ☐</li> <li>2. How will you introduce your characters and narrator? ☐</li> <li>3. From what point of view is your story written? It is consistent throughout? Is there more than one point of view? ☐</li> </ol>		

4. How will you organize the events in your story? Are they logical? Is the relationship between the events evident? ☐
5. What are the various plot lines in your story?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<b>W9-10.4</b> <b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>	W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Standard Unpacked</b>  <b>The student can:</b> <ul style="list-style-type: none"> <li>• Understand various writing text types and their organizational structures</li> <li>• Identify and understand the writing task</li> <li>• Identify and understand the writing purpose</li> <li>• Determine and address the audience appropriately</li> <li>• Understand and utilize appropriate style</li> </ul>		
<b>Question Stems</b>  <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? Who is the audience?</li> <li>4. How will you organize and develop your thoughts before writing?</li> <li>5. Did you use vocabulary that is appropriate to your audience?</li> <li>6. Are you using a formal or informal style of writing? Which would be most appropriate for your audience?</li> </ol>		
TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<b>W9-10.5</b> <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>	W.8.5 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	W.11-12.5 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

	how well purpose and audience have been addressed.	
<b>Standard Unpacked</b>		
<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>		
<b>Question Stems</b>		
<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> <li>4. What is the best title for this piece?</li> </ol>		
<b>TN ACADEMIC STANDARD</b>	<b>Prior Grade Standard</b>	<b>Future Grade Standard</b>
<b>W9-10.6</b> <b>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</b>	<b>W.8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>W.11-12.6</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>Standard Unpacked</b>		
<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> </ul>		

- Identify and edit text-problems ☒
- Understand and use multiple writing approaches ☒
- Receive and provide writing guidance

**Question Stems**

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 Internet links will you provide in your document? ☒
4. How do you correctly cite Internet links?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>W9-10.7</b>  <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>  <b>Tested Standard</b></p>	<p>W.8.7            Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>W.11-12.7            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>

**Standard Unpacked**

**The student can:**

- Understand steps of an investigation ☒
- Develop an inquiry question ☒
- Conduct research drawing on multiple sources ☒
- Refocus inquiry/generate additional questions when appropriate ☒
- Know how to broaden or narrow an inquiry ☒
- Synthesize and summarize information ☒
- Cite a variety of sources

**Question Stems**

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?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>W9-10.8</b>  <b>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.</b></p>	<p>W.8.8            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>W.11-12.8            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.</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>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. How will you locate information from both print and digital sources? ☐</li> </ol>		

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>W9-10.9</b>  <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <ol style="list-style-type: none"> <li>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]”).</li> <li>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 sufficient; identify false statements and fallacious reasoning”).</li> </ol>	<p>W.8.9            Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</li> <li>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</li> </ol>	<p>W.11-12.9            Draw evidence from literary or informational text to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>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”).</li> <li>b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).</li> </ol>
Standard Unpacked		

**The student can:**

- Analyze literary or informational texts ☒
- Assess soundness of reasoning and relevance of evidence ☒
- Utilize evidence to support analysis/research ☒
- Recognize and understand organizational structures

**Question Stems**

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**

**W9-10.10**

**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 tasks, purposes, and audiences.**

**W.8.10**

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.

**W.11-12.10**

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 tasks, purposes, and audiences.

**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

**Question Stems**

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?

<b>Speaking and Listening</b>		
<b>TN ACADEMIC STANDARD</b>	<b>Prior Grade Standard</b>	<b>Future Grade Standard</b>
<p><b>SL9-10.1</b>            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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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</li> </ol>	<p>SL.8.1            Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or research 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.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>	<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of</li> </ol>

<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>		<p>positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <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>
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**Standard Unpacked**

**The student can:**

- Prepare for discussion by reading and researching topic
- Make reference to the evidence discovered during reading and researching
- During group discussions come to consensus, make decisions, set goals and define individual roles
- Pose questions designed to move the discussion forward
- Include everyone in the discussion and build on their ideas as well as challenging them
- Consider & respond to diverse perspectives
- Justify your views and make new connections if necessary when presented with new evidence.

**Question Stems**

1. What preparations have you done in order to fully participate in the discussion?
2. What key evidence will you point to during the discussion?
3. What will be your group norms for discussion? How will your group come to consensus, take key votes, set goals and deadlines and appoint roles for group members?
4. What questions did your group create to help stimulate the ideas that were presented?
5. When there are differences of opinion how will you respond and justify your own viewpoint or reasoning?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>SL9-10.2</b>            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>	<p>SL.8.2            Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>SL.11-12.2            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>Standard Unpacked</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>• Present information using a variety of media or formats</li> <li>• Integrate multiple sources of information including visual, quantitative and oral</li> <li>• Evaluate the credibility of each source</li> <li>• Evaluate the accuracy of each source</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What will be the topic of your presentation?</li> <li>2. How will you incorporate different forms of media; audio, graphic, digital, and print</li> <li>3. Is the source of information credible or accurate? How do you know?</li> <li>4. Have you gathered enough information to make your presentation credible?</li> </ol>		
TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><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.</p>	<p>SL.8.3            Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>SL.11-12.3            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.</p>

## Standard Unpacked

### The student can:

- Identify the speaker's point of view
- Determine if the speaker's reasoning is sound
- Know rhetorical devices (i.e.; parallelism, restatement, analogy)
- Identify faulty logic, or reasoning based on misleading statements
- Identify distorted or exaggerated evidence

### Question Stems

1. What is the speaker's point of view and was it supported with strong evidence?
2. Was the speaker's reasoning sound and logical? Was the speaker's evidence credible and believable?
3. Was the evidence exaggerated or distorted?
4. What type of reasoning does the speaker use?
5. What rhetorical devices did the speaker use?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>SL9-10.4</b> 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>SL.8.4 Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen detail; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SL.11-12.4 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</p>

		contact, adequate volume, and clear pronunciation.
<b>Standard Unpacked</b>  <b>The student can:</b> <ul style="list-style-type: none"> <li>• Present information clearly , concisely, and logically</li> <li>• Use correct eye contact</li> <li>• Adequate volume</li> <li>• Clear pronunciation</li> <li>• Present evidence in support of a thesis</li> <li>• Draw information from primary and secondary sources and provide a conclusion</li> <li>• Present a recitation</li> <li>• Convey the meaning</li> <li>• Include appropriate performance techniques</li> <li>• Organize speech logically</li> </ul>		
<b>Question Stems</b>  <ol style="list-style-type: none"> <li>1. What is your presentation’s thesis?</li> <li>2. What sources will you use?</li> <li>3. Is there a balance between primary and secondary sources?</li> <li>4. Is there sufficient evidence so that listeners can follow your line of reasoning?</li> </ol>		
<b>TN ACADEMIC STANDARD</b>	<b>Prior Grade Standard</b>	<b>Future Grade Standard</b>
<b>SL9-10.5</b> <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>	<b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>SL.11-12.5</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.

## Standard Unpacked

### The student can:

- Know and use a variety of digital media formats (i.e.; textual, graphical, audio, visual, and interactive elements)
- 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.

## Question Stems

1. What digital media elements will you use in your presentation?
2. How does this element enhance understanding? Where should you include this element?
3. Would a different visual element be more effective?
4. Does your media element emphasize your key points in your presentation?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<b>SL9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

## Standard Unpacked

### The student can:

- Identify audience
- Identify context or situation
- Adapt speech delivery to audience and purpose
- Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)
- Understand the difference between formal and informal presentations
- Understand task (i.e.; persuade, to explain, to describe, or to entertain)

**Question Stems**

1. What is the context, or situation?
2. Who is your audience? What is your task, or purpose?
3. What adaptations will you make since you are presenting to \_\_\_\_\_?
4. Is your language appropriate for the context and speaking task? Have you avoided slang or filler words?
5. Is your language and word choice precise and engaging enough to keep the listeners interested?

Language		
TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>L9-10.1</b>  <b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b></p> <ol style="list-style-type: none"> <li>a. Use parallel structure.</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>	<p>L.8.1            Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Explain the function of verbal’s (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ol>	<p>L.11-12.1            Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol 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> </ol>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses)</li> <li>• Understand the differences between a phrase and a clause</li> <li>• Identify and use various types of phrases</li> </ul>		

- Identify and use various types of clauses
- Know various sentence variety patterns
- Understand how sentence variety (use of clauses and phrases) affects meaning and interest

### Question Stems

1. Identify the grammatical pattern in this sentence? Is the structure parallel? What should be changed?
2. Does this sentence contain the same type of phrases to make the sentence parallel?
3. How could this sentence be written improve interest and better convey meaning?
4. What would you change, if you wanted to include a gerund, preposition, appositive, infinitive, or participial phrase in this sentence?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>L9-10.2</b>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <ol 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> </ol>	<p>L.8.2            Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ol>	<p>L.11-12.2            Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Observe hyphenation conventions.               <ol style="list-style-type: none"> <li>a. b. Spell correctly.</li> </ol> </li> </ol>

### Standard Unpacked

#### The student can:

- Understand and correctly use English conventions
- Correctly use semicolons
- Correctly use colons
- Understand and correctly use/punctuate multiple independent clauses
- Identify and use conjunctive adverbs (i.e. consequently, therefore, however, nevertheless, meanwhile, in the meantime, furthermore, moreover, for example, for instance)



- Know standard English spelling conventions

**Question Stems**

1. Can you identify the main clause and the subordinate clause in this sentence? Where will you put the comma? Why here?
2. Identify the two main clauses in the sentences, what punctuation will you put between the two clauses? Why?
3. When should you use a comma and when should you use a semicolon? When should a colon be used?
4. How would you correctly use a conjunctive adverb to link the two independent clauses?
5. What is the correct punctuation for your salutation of this business letter?
6. If you are quoting from another piece of literature with your own introduction – where will you put the colon?

**TN ACADEMIC STANDARD**

**Prior Grade Standard**

**Future Grade Standard**

**L9-10.3**

**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.**

L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.11-12.3

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.

**Standard Unpacked**

**The student can:**

- Identify the context and the appropriate language choice
- Identify and have knowledge of various style guidelines
- Consult reference materials (style manuals) for guidelines appropriate to the discipline
- Know standard English grammar, punctuation, and capitalization
- Know standard format for citing reference sources in a bibliography or Works Cited page

**Question Stems**

1. What is the context of this piece? Is the style appropriate?
2. Does the word choice clearly convey meaning? Give an example.
3. What writing style will you use? How does it differ from another style you've used before? What manual will you consult for guidance?

TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<b>L9-10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies	L.8.4 Determine or clarify the meaning of unknown and multiple-meaning of words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	L.11-12.4 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.
<b>Standard Unpacked</b>  <b>The student can:</b> <ul style="list-style-type: none"> <li>• Use context clues to derive word meaning</li> <li>• Use Greek and Latin affixes and roots to derive word meaning</li> <li>• Use reference materials to derive word meanings</li> <li>• Use reference materials to determine correct pronunciation of words</li> <li>• Trace the etymology of words</li> <li>• Verify word meaning</li> </ul>		
<b>Question Stems</b> <ol style="list-style-type: none"> <li>1. Based upon the use of the word in the sentence, what can you deduce the word _____ means?</li> <li>2. Does the positioning of the word _____ assist in determining meaning? Is an appositive clue provided?</li> <li>3. Do you recognize a familiar word part (affix or root) in the word? What meaning does the affix/root provide?</li> <li>4. What reference tool would best assist you in determining the pronunciation of a word, its meaning, or its part of speech?</li> <li>5. What is the origin of the word? Did it derive from another language?</li> <li>6. Has the meaning/use of the word _____ changed over time? How?</li> <li>7. What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?</li> </ol>		
TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard

<p><b>L9-10.5</b>  <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <ol style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations</li> </ol>	<p>L.8.5          Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute.)</li> </ol>	<p>L.11-12.5          Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ol>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand figurative language ( simile, metaphor personification, euphemism, oxymoron)</li> <li>• Understand denotation and connotations</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Can you change this sentence and use a metaphor or a simile to help create image?</li> <li>2. Can you think of an euphemism that offers a more positive connotation for the expression?</li> <li>3. This sentence is written literally; how can you change it to an analogy to convey your idea?</li> <li>4. Although very similar in meaning, how do the words slightly differ in meaning?</li> <li>5. What is the relationship between these words? What is the explicit/direct meaning of the word?</li> <li>6. Does the word hold a secondary meaning that differs from the dictionary definition? Is emotion associated with the meaning?</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>L9-10.6</b>  <b>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.</b></p>	<p>L.8.6  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>L.11-12.6  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.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Identify, understand, and use general academic terms</li> <li>• Identify, understand, and use domain-specific terms</li> <li>• Independently build vocabulary</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What is the meaning for the term _____?</li> <li>2. How would you use the academic word _____ in a sentence?</li> <li>3. Can you give an example of how the word _____ is used in different subject areas?</li> <li>4. The word _____ is specific to what subject/domain?</li> <li>5. Why is it important to understand the meaning of the domain-specific word _____ when studying this subject?</li> <li>6. What strategies do you use for identifying, understanding, and using high-utility academic words?</li> </ol>		