

Reading Literature/ Informational Text		
Weeks 1-3		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<b>RL/RI 8.1</b> <b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b> <b>(RS Weeks 4-6 and 7-9)</b>	RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
<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>1. What textual evidence did you identify to support your analysis of the text?</li> <li>2. Cite several examples.</li> <li>3. What inferences can you draw from your analysis of the text?</li> <li>4. Show me in the text what makes you think that.</li> <li>5. What evidence (textual or informational) most strongly supports your analysis?</li> </ol>		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<b>RI 8.2</b> <b>Determine a theme or central idea of a text and analyze its development over the</b>	RL 7.2: Determine a theme or central idea of a text and analyze its developments over the	RL 9 –10.2: Determine a theme or central idea of a text and analyze in detail its development over



<p><b>course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</b> <b>(RS Weeks 4-6)</b></p>	<p>course of the text; provide an objective summary of the text.</p>	<p>the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p>
<p><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>• Understand theme /character relationships</li> <li>• Understand theme/setting</li> <li>• Understand theme/plot</li> </ul>		
<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. An example of how the theme develops/recurs in the text is_____.</li> <li>4. How can you objectively summarize the text?</li> <li>5. How does the development of character, setting, and/or plot contribute to the central theme or idea?</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>RL8.3</b> <b>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</b> <b>(RS Weeks 4-6)</b></p>	<p>RL 7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>RL 9 –10.3: 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.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can...</b></p>		



- Understand causal relationship of dialogue and/or events on plot development.
- Identify character traits or aspects

**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. What decision is provoked by \_\_\_\_\_ incident?

Weeks 7-9		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p><b>RI8.4</b>  <b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts</b></p>	<p>RI 7.4            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>	<p>RI 9 –10.4            Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone</p>

**Standard Unpacked**

**The student can:**

- Understand connotations
- Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
- Understand how word choice impacts meaning
- Understand how word choice impacts tone
- Identify and understand the use of analogies and allusion

**Question Stems**

1. What does the word/phrase \_\_\_\_\_ mean in this selection?
2. The word/phrase is an example of\_\_\_\_\_.
3. Without changing the meaning of the sentence, what word can best be used to replace the underlined part?
4. How does the author’s use of repetition of sounds impact the tone of the text?
5. According to this passage, an \_\_\_\_\_ is like a \_\_\_\_\_ because both \_\_\_\_\_.



- 6. The author uses connotation to \_\_\_\_\_.
- 7. What is the meaning of the analogy \_\_\_\_\_?
- 8. What does \_\_\_\_\_ allude to?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p><b>RI8.5</b>  <b>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</b></p>	<p>RI 7.5            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.</p>	<p>RI 9 –10.5:            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><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand and analyze text structure</li> <li>• Understand and analyze paragraph structure</li> <li>• Understand types of sentences (topic, detail, evidence, conclusion)</li> <li>• Identify the key concept</li> <li>• Use text features</li> <li>• Understand structure &amp; utility of consumer documents</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What is the structure of the text?</li> <li>2. What is the key concept, and how was the key concept developed?</li> <li>3. Which sentence(s) specifically develop the concept?</li> <li>4. What information does _____ (text feature) provide?</li> <li>5. Is this information also included in the text or solely found in the (text feature)?</li> </ol>		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p><b>RI8.6</b>  <b>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.</b></p>	<p>RI 7.6:            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>	<p>RI 9 –10.6:            Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p>



<p><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>• Understand and identify purpose</li> <li>• Identify conflicting viewpoints in text</li> <li>• Analyze how an author addresses conflicting evidence or viewpoints</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What is the point of view/purpose in this text? How do you know?</li> <li>2. What conflicting viewpoints does the text explore?</li> <li>3. How does the author treat the conflicting evidence?</li> <li>4. Is the author effective in his examination of conflicting evidence?</li> </ol>		
<p><b>TN Academic Standard                      Prior Grade Standard                      Future Grade Standard</b></p>		
<p><b>RI8.8</b></p> <p><b>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.</b></p>	<p>RI 7.8</p> <p>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>RI 9 –10.8</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can...</b></p> <ul style="list-style-type: none"> <li>• Outline or trace the arguments and claims in text</li> <li>• Understand and assess validity of reasoning</li> <li>• Understand and evaluate relevance</li> <li>• Determine if sufficient evidence is presented to support an argument or claim</li> <li>• Recognize irrelevant evidence.</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What argument is presented? What claims support the argument?</li> <li>2. In what manner is the argument &amp; claims presented?</li> </ol>		



3. Is the reasoning presented logical?
4. What evidence is presented?
5. Is the evidence relevant to the argument? Why or why not?
6. Is enough evidence presented to support the argument?
7. Is all of the evidence relevant? If not, why?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p><b>RI.8.9</b>  <b>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.</b></p>	<p>RI 7.9            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.</p>	<p>RI9 –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</p>

**Standard Unpacked**

**The student can:**

- analyze a case in which two or more texts provide conflicting information on the same topic
- identify where the texts disagree on matters of fact or interpretation.
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**Question Stems**

1. What topic do both of the texts address?
2. How do the texts differ in the information they present?
3. Is the differing information factual or interpretive?
4. Which text do you think is accurate? Why?



Language – Vocabulary/Conventions		
Weeks 1-3		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<b>L8.4b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) <b>(RS Weeks 4-6 and 7-9)</b>	L8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)	L9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes
<b>Standard Unpacked</b>  <b>The student can:</b> <ul style="list-style-type: none"> <li>provide definitions for common Greek or Latin roots and affixes.</li> <li>apply my knowledge of Greek or Latin affixes and roots to determine the meaning of unfamiliar words.</li> </ul>		
<b>Question Stems</b> <ol style="list-style-type: none"> <li>Look at this affix, what does it mean? What does the whole word mean?</li> <li>What is the root meaning? How does that help you identify the word?</li> </ol>		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<b>L8.6</b> 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.	L 7.6 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	L 9 -10.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in



<b>(RS Weeks 4-6 and 7-9)</b>		gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand academic words (i.e. analyze, contrast, predict, and confirm)</li> <li>• Understand domain-specific words (i.e. Science -cell, gene, and gravity; Social Studies –alliance, legislature, and commerce.)</li> <li>• Understand grade-appropriate vocabulary</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Look at this sentence.</li> <li>2. What word should be replaced to convey a domain-specific word instead of a general word?</li> <li>3. What words should you replace in this text to show academic understanding of your topic? Why is this important?</li> <li>4. What would you look if you want to improve your domain-specific vocabulary in science?</li> </ol>		
<b>TN Academic Standard</b>	<b>Prior Grade Standard</b>	<b>Future Grade Standard</b>
<p><b>L8.2 (L8.2a)</b>  <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  <b>(RS Weeks 4-6 and 7-9)</b></p>	<p>L7.2 (L7.2a)  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive /parenthetical elements.</p>	<p>L 9 –10.2 (L 9 –10.2a)  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand the use of proper English conventions for a brief pause in a sentence (comma, ellipsis, and dash)</li> <li>• Understand that ellipsis indicates an omission</li> <li>• Understand that a dash signals an abrupt pause</li> </ul>		





- Understand that a comma indicates a brief pause

**Question Stems**

1. You want to set off this information in this sentence, what punctuation would you use?
2. You left some information out or omitted some words but want your reader to know there is more information. What punctuation should you use to indicate this right here?
3. What would be a homophone for this word?

**Weeks 7-9**

**TN Academic Standard**

**Prior Grade Standard**

**Future Grade Standard**

**L8.4a**

**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.**

L 7.4a

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.

L 9 –10.4a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase

**Standard Unpacked**

**The student can:**

- Understand textual clues in a sentence (similar, opposite, explanation)
- Understand context clues for word meaning

**Question Stems**

1. When you come to a word you don’t understand you should \_\_\_\_\_?
2. What is the main idea of this sentence? Does it help you understand the word?
3. Do you see a word that is similar or opposite of the word you don’t understand that can help you with the meaning?
4. Look at this affix, what does it mean? What does the whole word mean?
5. What is the root meaning? How does that help you identify the word?

<b>Writing</b>		
<b>Weeks 1-3</b>		
<b>TN Academic Standard</b>	<b>Prior Grade Standard</b>	<b>Future Grade Standard</b>
<p><b>W8.1</b>  <b>Write arguments to support claims with clear reasons and relevant evidence.</b>  <b>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</b>  <b>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</b>  <b>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</b>  <b>d. Establish and maintain a formal style.</b>  <b>e. Provide a concluding statement or section that follows from and supports the argument presented.</b></p>	<p><b>W7.1</b>  Write arguments to support claims with clear reasons and relevant evidence.  a) Introduce a claim(s), acknowledge <b>and address</b> alternate or opposing claims, and organize the reasons and evidence logically.  b) Support claim(s) <b>or counterarguments</b> with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c) Use words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.  d) Establish and maintain a formal style.  e) Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><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.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.  c. Use words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<b>Standard Unpacked</b>		



**The student can:**

- Write an argument with claims, reasons, and evidence
- Understand use of counterclaims in an argument essay
- Employ logical reasoning when supporting claims
- Understand what makes evidence relevant, accurate and credible.
- Create cohesion & clarify relationships via choice
- Understand sentences of “formal style”.
- Craft conclusions that support the argument

**Question Stems**

1. How did you distinguish your claim from opposing claims?
2. How are your claims & reasons organized? Is the arrangement logical?
3. How do you maintain a formal style?
4. How does your concluding statement (section) support the arguments presented?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p><b>W8.2</b>  <b>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.</b>  <b>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when</b></p>	<p><b>W7.2</b>  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, 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>W9-10.2</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>a. Introduce a topic or thesis statement;</b> organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.  <b>b. Develop a topic with well-chosen, relevant, and</b></p>



<p><b>useful to aiding comprehension.</b></p> <p><b>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</b></p> <p><b>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</b></p> <p><b>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p> <p><b>e. Establish and maintain a formal style.</b></p> <p><b>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</b></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>	<p>sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>c.</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic</p> <p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
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<p><b>Standards Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand format &amp; purpose of career development documents (business letter, job application)</li> <li>• Craft a thesis statement</li> <li>• Use formatting, graphics, media.</li> <li>• Provide relevant concrete details.</li> <li>• Use transitions</li> <li>• Understand &amp; use formal style</li> <li>• Write conclusions.</li> </ul>
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**Question Stems**

1. How does your thesis statement preview the content of the essay?
2. What categories of supporting details do you provide?
3. How did you transition from various ideas & concepts?
4. How does the conclusion support the information presented?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p><b>W8.3</b>  <b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>  <b>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.</b>  <b>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</b>  <b>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</b></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.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  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</p>	<p>W 9- 10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  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.  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  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</p>



<p><b>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</b>  <b>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</b></p>	<p>and reflects the narrated experiences or events.</p>	<p>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>• Understand narrative techniques: dialogue, pacing, description, events and/or characters</li> <li>• Understand how the author uses a variety of transitional words and phrases to convey sequence from one time frame or setting to another.</li> <li>• Understand story plot line: exposition, rising action, climax, falling action, and resolution</li> <li>• Understand literary devices</li> <li>• Understand reflection</li> <li>• Understand narrative organization textual structure.</li> <li>• Understand realistic and fictional conflict.</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Where does the author establish his/her point of view?</li> <li>2. Does the author use dialogue to develop the plot? How does this dialogue convey the mood the author is creating?</li> <li>3. Who are the protagonist and the antagonist of the story? How do they effect the action and resolution?</li> <li>4. What organization pattern did the author use? How do you know?</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>W8.4</b>  <b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific</b></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</p>	<p>W9-10.4          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</p>



<p><b>expectations for writing types are defined in standards 1-3.)</b></p>	<p>types are defined in standards 1-3 above.)</p>	<p>are defined in standards 1-3 above.)</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand the writing process</li> <li>• Understand purpose for writing</li> <li>• Understand audience</li> <li>• Understand how to organize ideas and use transition to create cohesion among characters and ideas</li> <li>• Organize well-crafted paragraphs</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Who is your audience? How will this affect your writing?</li> <li>2. What will you use to organize your thoughts before you begin writing?</li> <li>3. What transitions within and between paragraphs to help the reader?</li> <li>4. Does your conclusion refer to the thesis statement for continued cohesion?</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>W8.5</b>  <b>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 include grade 8.)</b></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>W9-10.5            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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)</p>



<b>Standard Unpacked</b>		
<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of editing and revision</li> <li>• Understand the importance of rewriting</li> <li>• Understand the purpose for writing</li> <li>• Support peers in the revision process</li> <li>• Understand the use of editing and revision strategies</li> <li>• Understand the use of sentence variety</li> <li>• Understand the use of various literary devices</li> </ul>		
<b>Question Stems</b>		
<ol style="list-style-type: none"> <li>1. How could you change the first paragraph to engage the reader?</li> <li>2. How could you change your thesis statement to better convey what you will be writing?</li> <li>3. How could you rearrange the sentences in this paragraph to exclude unnecessary information?</li> <li>4. Is your conclusion strong and does it reflect your writing?</li> </ol>		
<b>TN ACADEMIC STANDARD</b>	<b>Prior Grade Standard</b>	<b>Future Grade Standard</b>
<b>W8.6</b> <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>	<b>W7.6</b> 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.	<b>W9-10.6</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.



**Standard Unpacked****The student can:**

- Type with proficiency
- Understand the use of databases
- Use key words to locate information on the internet
- Know how to site a variety of sources
- Understand various computer programs such as Word, PowerPoint, Excel, and Publisher).
- Know how to format and design page layouts
- Understand how to embed links into a document
- Understand and know how to access appropriate blogs

**Question Stems**

1. What software did you use to create this document?
2. How can you include a link to resources within your document?
3. Did you use numerous search engines to research your material?
4. Who did you collaborate with on-line?

**TN ACADEMIC STANDARD**

**W8.7**  
**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.**

**Prior Grade Standard**

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.

**Future Grade Standard**

W9-10.7  
 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.

<b>Standard Unpacked</b>		
<p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand the steps of a research project</li> <li>• Understand how to use computer publishing software</li> <li>• Know how to use internet search engines</li> <li>• Understand how to locate online resources: newspaper, library books, magazines, speakers, interview, published professional texts</li> <li>• Know how to create a bibliography or citation page</li> <li>• Understand paraphrasing</li> <li>• Understand direct quotes</li> </ul>		
<b>Question Stems</b>		
<ol style="list-style-type: none"> <li>1. What question does your report answer?</li> <li>2. Did you give credit for the information you used?</li> <li>3. How did you know that the source was creditable?</li> <li>4. What is the correct way to site your sources in your bibliography or citation page?</li> </ol>		
<b>TN ACADEMIC STANDARD</b>	<b>Prior Grade Standard</b>	<b>Future Grade Standard</b>
<b>W8.8</b> <b>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</b>	W8.8 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.	W9-10.8 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

format for citation.		standard format for citation <b><u>including footnotes and endnotes.</u></b>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand how to gather applicable information from digital sources</li> <li>• Understand how to gather applicable information from printed sources</li> <li>• Know how to assess credible sources</li> <li>• Understand how to quote/paraphrase information with plagiarizing</li> <li>• Be able to create a bibliography using a standard format for citation</li> <li>• Understand how to create a bibliography/citation page</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. How do you know the information is credible?</li> <li>2. How do you know the source is credible?</li> <li>3. What format did you use when citing sources for your bibliography</li> <li>4. How did you cite a digital source?</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>W8.9</b>  <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>  <b>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,</b></p>	<p>W7.9            Draw evidence from literary or informational text to support analysis, reflection and research.            a. Apply <i>grade7 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</p>	<p>W9-10.9            Draw evidence from literary or informational texts to support analysis, reflection, and research.            a. Apply <i>grades 9-10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare</p>



<p><b>traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</b>  <b>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”).</b></p>	<p>period as a means of understanding how authors of fiction use or alter history”).  <b>b. Apply grade 7 Reading standards 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”).</b></p>	<p>treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).  <b>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”).</b></p>
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<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Understand historical fiction</li> <li>• Analyze information, draw evidence and support analysis of the information</li> <li>• Compare and contrast fictional portrayal of time, place, or character and historical account of the same period</li> <li>• Understand the authors use of fiction to use or alter history</li> <li>• Understand how to evaluate specific claims and evidence of a historical fictional text</li> </ul>
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<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. How does the author’s portrayal compare to the historical accounts of the character or event?</li> <li>2. What evidence did you find to be factual? Fictional?</li> <li>3. What evidence do you have to support the author’s argument/claim that _____?</li> <li>4. Did the author indicate any bias of the history portrayal?</li> </ol>
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TN ACADEMIC STANDARD	Prior Grade Standard	Future Grade Standard
<p><b>W8.10</b>  <b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b></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>	<p>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.</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Determine purpose and audience</li> <li>• Understand writing process</li> <li>• Plan &amp; self –monitor when writing</li> <li>• Understand &amp; use research skills</li> <li>• Understand and use of reflective writing</li> <li>• Use of revision strategies</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What is the time frame of the task?</li> <li>2. Who is the audience? What steps will you take to complete the task?</li> <li>3. What was the purpose for writing?</li> <li>4. How could this sentence be revised?</li> <li>5. Is the thesis statement supported by evidence that can be traced throughout the writing?</li> </ol>		



Speaking and Listening		
Weeks 1-3		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p><b>SL8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>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.</b></p> <p><b>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</b></p> <p><b>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</b></p> <p><b>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</b></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, 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 views.</p>	<p>SL9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</b></p> <p><b>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.</b></p> <p><b>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 challenge ideas and conclusions.</b></p> <p><b>d. Respond thoughtfully to diverse perspectives,</b></p>

		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.
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**Standard Unpacked**

**The student can:**

- Understand and use the rules for having and a conversation with different partners
- Read and study material prior to participating in group discussions
- Monitor progress so that deadlines can be met
- Pose questions that connect to the topic/ideas
- Respond appropriately with evidence, observations and ideas relevant to the topic
- Question and reflect on discussions
- Acknowledge the contributions of others
- Modify opinions based on new information or evidence?

**Question Stems**

1. What preparation or research have you done in order to fully participate in the discussion?
2.  What progress has been made as a result of the discussion?
3.  How are you keeping track of the progress you are making?
4.  How will you make sure that you are all working together collaboratively?
5.  How does the information presented connect with other information?
6.  How has the new information affected your own views?



TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p><b>SL8.2</b>  <b>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.</b></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>	<p>SL9-10.2            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><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Know that media is used to present information.</li> <li>• Analyze why information is being presented using a particular format or media.</li> <li>• Evaluate the motive of the presenter.</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. How does the speaker use media?</li> <li>2. What is the effect of using visual formats to deliver the information?</li> <li>3. Given the speakers motive, was the use of diverse media effective?</li> <li>4. Would you have chosen a different format to present this information?</li> </ol>		
TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p><b>SL8.3</b>  <b>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.</b></p>	<p>SL7.3            Delineate a speaker’s argument and specific claims, <b>and attitude toward the subject</b>, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>SL9-10.3            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><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Identify the arguments and claims made</li> <li>• Analyze and determine whether the speaker’s claims are sound and logical</li> <li>• Determine whether the speaker has used sufficient evidence to support the claims and arguments</li> <li>• Know when evidence cited is irrelevant to the topic or claim</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. Is the speaker’s argument valid? Why or why not?</li> <li>2. Were you able to follow the speaker’s reasoning?</li> <li>3. Which claims were supported by the speaker? Which claims were unsupported?</li> <li>4. How sound would you say this presentation is?</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>SL8.4</b>  <b>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.</b>  <b>a. Plan and present a narrative that : establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language).</b></p>	<p>SL7.4  Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  a. Plan and present an argument that: supports a claim,   acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a</p>	<p>SL9-10.4  Present information, findings, and supporting evidence clearly, concisely and logically (<b>using appropriate eye contact, adequate volume, and clear pronunciation</b>) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., <b>argument, narrative, informative, response to literature presentations</b>), audience, and task.  a. Plan and deliver an informative/explanatory</p>



<p><b><u>uses a variety of transitions, and provides a conclusion that reflects the experience.</u></b></p>	<p>concluding statement that supports the argument presented.</p>	<p>presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9<sup>th</sup> or 10<sup>th</sup> grade),  <b>b.</b> Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9<sup>th</sup> or 10<sup>th</sup> grade)</p>
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<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Plan and deliver a presentation</li> <li>• Distinguish between a claim and a finding</li> <li>• Understand the structure for a narrative presentation</li> <li>• Establish a context and viewpoint</li> <li>• Present events in a logical sequence</li> <li>• Understand sequencing ideas logically</li> <li>• Use techniques such as dialogue, pacing, description and sensory language when presenting information</li> <li>• Speak with adequate volume and clear pronunciation</li> <li>• Provide a conclusion based on experience</li> </ul>
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<p><b>Question Stems</b></p>
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1. ✓ How you will plan your presentation?
2. ✓ What is your thesis?
3. ✓ What evidence did you produce to support the thesis?
4. ✓ How will you conclude your presentation to make your claim stronger?
5. ✓ Where could you add more evidence to support your claim?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p><b>SL8.5</b>  <b>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</b></p>	<p>SL7.5            Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points</p>	<p>SL9-10.5            Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

**Standard Unpacked**

**The student can:**

- Be proficient in using multimedia components to enhance presentation such as video cameras, projectors, PowerPoint presentations and document cameras
- Select appropriate multimedia components that have clear meaning to the presentation
- Add sound, images, music, and graphics to enhance the presentation

**Question Stems**

1. What is the message or information you want to convey to your audience?
2. The use of multi data is important, how will you give your information in different formats for clarification?
3. How did the use of technology help convey your presentation’s message to your audience?
4. What could you do to keep your presentation focused on your subject matter?

TN Academic Standard	Prior Grade Standard	Future Grade Standard
<p><b>SL8.6</b>  <b>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3.)</b></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>	<p>SL9-10.6            Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grade 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)</p>
<p><b>Standard Unpacked</b></p> <p><b>The student can:</b></p> <ul style="list-style-type: none"> <li>• Identify your audience</li> <li>• Understand the difference between formal and informal language</li> <li>• Identify the task or purpose of your speech</li> <li>• Understand the use of content appropriate vocabulary</li> <li>• Enunciate and speak at appropriate volume and pace</li> </ul>		
<p><b>Question Stems</b></p> <ol style="list-style-type: none"> <li>1. What is the purpose of the speech?</li> <li>2. Who is your audience and how will your audience affect your vocabulary?</li> <li>3. What will you do to emphasize the main points of your speech?</li> <li>4. Is there any vocabulary you can change to make your presentation more affective?</li> </ol>		