
English Language Arts Curriculum Standards, K-8

The Background:

In March 2007, Tennessee joined the American Diploma Project (ADP) Network, a network of twenty-nine states committed to restoring value to the high school diploma by increasing the rigor of high school academic standards and aligning those standards with workforce and postsecondary demands. Immediately upon joining ADP, Tennessee began the work of revising core content standards in the areas of English I-IV. To support the increased expectations and rigor of the ADP-aligned high school English courses, the K-8 English language arts standards were also revised.

Overview of Standards Revision Process

- ❖ Writing teams comprising K-12 educators and college professors are assembled (June 2007).
- ❖ Standards are revised to ensure alignment with ADP benchmarks, ACT benchmarks, NAEP standards, and NCTE standards (June-December 2007).
- ❖ Draft documents are aligned vertically with drafts of the high school core curriculum. (July-December 2007).
- ❖ Final revisions, using feedback provided via Achieve's Quality Review I of the high school courses, are made to the draft documents by content consultants (November-December 2007).
- ❖ Revised English language arts standards are submitted for State Board approval (December 2007).

The Master Plan Connection:

This item supports the State Board's Master Plan by providing a rigorous, relevant K-8 English language arts curriculum.

The Recommendation:

The Department of Education recommends adoption of the English language arts standards on final reading. The SBE staff concurs with this recommendation.

Tennessee English Language Arts Standards

Kindergarten

Standard 1—Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of Standard American English and its conventions?

Grade Level Expectations

GLE 0001.1.1 Demonstrate an emerging understanding of basic English usage, mechanics, spelling, and sentence structure.

GLE 0001.1.2 Employ a variety of strategies to decode words and expand vocabulary.

GLE 0001.1.3 Develop and maintain phonemic awareness.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.1.1** Recognize end punctuation marks for statements (period), questions (question mark), and emotions (exclamation mark).
- ✓ **0001.1.2** Recognize capitalization at the beginning of sentences.
- ✓ **0001.1.3** Capitalize proper nouns (names and places).
- ✓ **0001.1.4** Spell and own first and last name.
- ✓ **0001.1.5** Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
- ✓ **0001.1.6** Read high frequency words (e.g., the, and, can, color words, number words).
- ✓ **0001.1.7** Recognize nonlinguistic representations of words (e.g., picture dictionary, room labels, common symbols such as stop signs).
- ✓ **0001.1.8** Use context clues to identify vocabulary in text.
- ✓ **0001.1.9** Arrange words in alphabetical order.

- ✓ **0001.1.10** Build vocabulary by reading, listening to, and discussing a variety of literature.

Phonemic Awareness

- ✓ **0001.1.11** Maintain phonemic awareness.
- Understand that a phoneme is one distinct sound.
 - Use sound stretching of one syllable words to identify each phoneme.
 - Use sound blending of each separately spoken phoneme to make meaningful words.
 - Segment one-syllable words into individual sounds and blend the sounds into whole words.
 - Recognize and produce rhyming words.
 - Recognize words that have the same beginning and ending sounds.
 - Understand words are made up of one or more syllables (e.g., students clap syllables in words.)
- ✓ **0001.1.12** Apply phonics generalizations in order to decode words.
- Recognize and name all upper and lowercase letters of the alphabet.
 - Understand that the sequence of letters in a written word represents the sequence of sounds in a word.
 - Use letter-sound matches to decode simple words.
 - Understand that as letters of a word change, so do the sounds (alphabetic principle).
 - Make new words using common word families (e.g., b-at, p-at, c-at).
 - Use the first letter of a word paired with a picture as a decoding strategy.

Standard 2—Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in school, the workplace, and the larger community.

Guiding Question 2

What communication skills are essential to achieve success in school, the workplace, and in leisurely pursuits?

Grade Level Expectations

GLE 0001.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.

GLE 0001.2.2 Develop critical speaking skills essential for effective communication.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0001.2.1** Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).

- ✓ **0001.2.2** Listen attentively to speaker for specific information.
- ✓ **0001.2.3** Understand and follow simple two-step oral directions.
- ✓ **0001.2.4** Summarize what has been heard using the logical sequence of events.

Speaking

- ✓ **0001.2.5** Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
- ✓ **0001.2.6** Speak clearly, properly, and politely, and recognize the difference between formal and informal language.
- ✓ **0001.2.7** Give simple two-step oral directions.
- ✓ **0001.2.8** Participate in group discussion.
 - Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem).
 - Ask and respond to questions from teacher and other group members.
- ✓ **0001.2.9** Retell a story, describing the plot, characters, and setting.
- ✓ **0001.2.10** Recite poems, stories, and songs.

Standard 3—Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Grade Level Expectations

GLE 0001.3.1 Use basic knowledge of simple capitalization and punctuation rules.

GLE 0001.3.2 Employ a variety of strategies to generate story ideas.

GLE 0001.3.4 Compose simple stories with teacher assistance.

GLE 0001.3.5 Evaluate own and group writing using a simple classroom rubric.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.3.1** Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, diagrams) independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information.
- ✓ **0001.3.2** Use temporary/creative spelling to spell independently as needed.
- ✓ **0001.3.3** Add descriptive words and details to writing.
- ✓ **0001.3.4** Create legible documents for reading by forming legible upper and lower case letters, writing from left to right and top to bottom, and tracing and reproducing letters and words correctly.
- ✓ **0001.3.5** Evaluate own and others' writing through small group discussion and shared work.
- ✓ **0001.3.6** Incorporate suggestions from teachers and peers.

Standard 4—Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Course Level Expectations

GLE 0001.4.1 Identify a simple research topic.

GLE 0001.4.2 Determine the resources necessary to answer the research question and develop interview questions.

GLE 0001.4.3 Present the answers to the research question orally to the class.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.5.1** Narrow a topic so that the research process is manageable.
- ✓ **0001.5.2** Use the family and community as resources of information.
- ✓ **0001.5.3** Prepare and deliver an oral research report that demonstrates a gathering of information.

Standard 5—Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and concluding appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Grade Level Expectations

GLE 0001.5.1 Develop an understanding of sequential events.

GLE 0001.5.2 Recognize the relationship of actions and consequences.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.5.1** Arrange three items or events in sequential order.
- ✓ **0001.5.2** Identify the likely consequence of a particular action.

Standard 6—Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive set of skills different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Grade Level Expectations

GLE 0001.6.1 Comprehend the main idea of informational texts.

GLE 0001.6.2 Recognize that illustrations support information in the texts.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.6.2** Respond appropriately to teacher's questions regarding the main idea of an informational text.
- ✓ **0001.6.1** Explore various forms of informational texts (e.g., charts, magazines, books).

- ✓ **0001.6.2** Use illustrations to help comprehend informational texts.

Standard 7—Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of media?

Grade Level Expectations

GLE 0001.7.1 Explore a variety of media.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.7.1** Experience and respond to a variety of media (e.g., books, audio tapes, film).
- ✓ **0001.7.2** Visit libraries/media centers and regularly check out materials.

Standard 8—Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

Grade Level Expectations

GLE 0001.8.1 Explore and experience various literary genres.

GLE 0001.8.2 Employ a variety of basic reading comprehension strategies.

GLE 0001.8.3 Develop reading fluency and accuracy.

GLE 0001.8.4 Identify basic literary elements.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0001.8.1** Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics.
- ✓ **0001.8.2** Distinguish between fiction and nonfiction.
- ✓ **0001.8.3** Make predictions about text.
- ✓ **0001.8.4** Participate in the creation of graphic organizers (KWL charts, diagrams).
- ✓ **0001.8.5** Derive meaning while reading by employing the following strategies:
 - Asking questions to clarify meaning.
 - Participating in discussions.
 - Predicting what will happen next.
 - Creating mental images.
 - Using illustrations to gain meaning.
 - Relating knowledge from personal experience.
- ✓ **0001.8.6** Identify the characters, setting, and events of a story.
- ✓ **0001.8.7** Read simple text containing familiar letter-sound correspondence and high frequency words.
- ✓ **0001.8.8** Recognize that intonation and volume of voice assist with meaning.

Tennessee English Language Arts Standards

Grade 1

Standard 1—Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of Standard American English and its conventions?

Grade Level Expectations

GLE 0101.1.1 Demonstrate control of basic Standard English usage, mechanics, spelling, and sentence structure.

GLE 0101.1.2 Employ a variety of strategies to decode words and expand vocabulary.

GLE 0101.1.3 Develop and maintain phonemic awareness.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.1.1** Identify and use adjectives (i.e., descriptive), nouns (i.e., singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., tense, subject-verb agreement) correctly.
- ✓ **0101.1.2** Use capital letters correctly (i.e., in the first word of a sentence, first and last names, pronoun *I*, proper nouns).
- ✓ **0101.1.3** Identify and use correct punctuation at the end of declarative sentences and questions.
- ✓ **0101.1.4** Form contractions using apostrophes.
- ✓ **0101.1.5** Understand that some words sound the same but are spelled differently and mean different things (homophones-flower/flour).
- ✓ **0101.1.6** Understand that groups of words make sentences.
- ✓ **0101.1.7** Understand that word order determines the meaning of a sentence.
- ✓ **0101.1.8** Identify and write complete sentences correctly.

- ✓ **0101.1.9** Spell simple words using developing phonetic knowledge, sounds of the alphabet, and simple consonant/vowel patterns.
 - Spell high frequency words correctly (e.g., Dolch list, Dr. Fry list).
 - Spell three and four letter short and long vowel words, using basic CVC and CVVC patterns.
 - Alphabetize words to the first letter.

- ✓ **0101.1.10** Show evidence of expanding language through vocabulary growth.
 - Build vocabulary by reading, listening to, and discussing a variety of literature.
 - Use word families and word walls.
 - Read high frequency words in context.
 - Recognize and identify compound words, synonyms, and antonyms.
 - Identify positional words (e.g., inside, outside, beside, between).
 - Identify simple multi-meaning words in context (e.g., fly, pop, bat).
 - Use a picture dictionary/beginning dictionary to determine word meaning.

Phonemic Awareness

- ✓ **0101.1.11** Maintain phonemic awareness.
 - Understand that a phoneme is one distinct sound.
 - Use sound stretching of one syllable words to identify each phoneme.
 - Use sound blending of each separately spoken phoneme to make meaningful words.
 - Segment one-syllable words into individual sounds and blend the sounds into whole words.
 - Recognize and produce rhyming words.
 - Recognize words that have the same beginning, middle, and ending sounds.
 - Understand words are made up of one or more syllables (e.g., students clap syllables, move objects, etc. in words.)
 - Substitute targeted sounds to change words (e.g., bed to bad, hat to bat).
 - Change the letters of a given word to create new words (e.g., pan to nap, tent to net).

- ✓ **0101.1.12** Apply phonics generalizations in order to decode words.
 - Name all upper and lowercase letters of the alphabet.
 - Understand that the sequence of letters in a written word represents the sequence of sounds in a word.
 - Use letter-sound matches and structural analysis to decode grade level words.
 - Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words.
 - Apply long and short vowel rules when decoding text.
 - Use sounding out words, chunking words into smaller parts, looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words.
 - Continue to decode unknown words that are grade-level appropriate.

Standard 2—Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in school, the workplace, and the larger community.

Guiding Question 2

What communication skills are essential to achieve success in school, the workplace, and in leisurely pursuits?

Grade Level Expectations

GLE 0101.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.

GLE 0101.2.2 Develop critical speaking skills essential for effective communication.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0101.2.1** Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- ✓ **0101.2.2** Listen attentively to speaker for specific information.
- ✓ **0101.2.3** Understand and follow simple two and three-step oral directions.
- ✓ **0101.2.4** Summarize what has been heard using the logical sequence of events.

Speaking

- ✓ **0101.2.5** Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
- ✓ **0101.2.6** Speak clearly, properly, and politely, and recognize the difference between formal and informal language.
- ✓ **0101.2.7** Give multi-step oral directions.
- ✓ **0101.2.8** Participate in group discussion.
 - Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem).
 - Ask and respond to questions from teacher and other group members.
- ✓ **0101.2.9** Retell a story, describing the plot, characters, and setting.
- ✓ **0101.2.10** Recite poems, stories, and songs.

Standard 3—Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Grade Level Expectations

GLE 0101.3.1 Compose simple stories with a clear beginning, middle, and end.

GLE 0101.3.2 Employ a variety of strategies to generate story ideas.

GLE 0101.3.3 Begin to develop topic sentences.

GLE 0101.3.4 Evaluate own and others' writing using a simple classroom rubric.

GLE 0101.3.5 Determine how, when, and whether to incorporate graphics in written work.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.3.1** Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, Venn diagrams) independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information.
- ✓ **0101.3.2** Utilize classroom resources to support the writing process (e.g., word walls, picture dictionaries).
- ✓ **0101.3.3** Begin to compose first drafts using the appropriate parts of the writing process with an emphasis on planning and self correcting.
- ✓ **0101.3.4** Use temporary/creative spelling to spell independently as needed.
- ✓ **0101.3.5** Arrange events in a logical and sequential order when writing.
- ✓ **0101.3.6** Begin to add descriptive words and details to writing.
- ✓ **0101.3.7** Create legible documents for reading by forming legible upper and lower case letters utilizing correct spacing, writing from left to right and top to bottom, and tracing and reproducing letters and words correctly.
- ✓ **0101.3.8** Evaluate own and others' writing through small group discussion and shared work.

- ✓ **0101.3.9** Incorporate suggestions from teachers and peers.
- ✓ **0101.3.10** Use a simple rubric to evaluate writing.
- ✓ **0101.3.11** Illustrate written work with simple drawings.

Standard 4—Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Course Level Expectations

GLE 0101.4.1 Define and narrow a topic for research.

GLE 0101.4.2 Gather relevant information from a variety of sources.

GLE 0101.4.3 Prepare and deliver an oral research report.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.5.1** Identify a grade-appropriate research question.
- ✓ **0101.5.2** Determine two resources to answer a research question.
- ✓ **0101.5.3** Use the family and community as resources for information.
- ✓ **0101.5.4** Visit the library as a resource of information for research.
- ✓ **0101.5.5** Locate a print source for research (e.g., magazine, book).
- ✓ **0101.5.6** Deliver an oral research report that demonstrates a gathering of information.

Standard 5—Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and concluding appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Grade Level Expectations

GLE 0101.5.1 Further develop an understanding of sequential order.

GLE 0101.5.2 Recognize the relationship of actions and consequences.

GLE 0101.5.3 Make inferences and draw appropriate conclusions.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.5.1** Arrange four or more items or events in sequential order.
- ✓ **0101.5.2** Recognize logical decisions and choices in reading selections.
- ✓ **0101.5.3** Make and adjust predictions in a variety of written and oral contexts.
- ✓ **0101.5.4** Compare and contrast information and ideas.

Standard 6—Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive set of skills different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Grade Level Expectations

GLE 0101.6.1 Follow simple directions in a short informational text.

GLE 0101.6.2 Identify the main ideas and supporting details of informational text.

GLE 0101.6.3 Recognize that a variety of graphics can support informational text.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.6.1** Follow simple written directions to complete a task.
- ✓ **0101.6.2** Identify the main ideas and supporting details of informational texts.

- ✓ **0101.6.3** Explore a variety of informational texts (e.g., books, charts, newspapers, magazines).
- ✓ **0101.6.4** Recognize and use text features to comprehend informational texts (e.g., time lines, illustrations).

Standard 7—Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of media?

Grade Level Expectations

GLE 0101.7.1 Explore a variety of media.

GLE 0101.7.2 Recognize the ability of media to inform, persuade, and entertain.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.7.1** Experience and respond to a variety of media (e.g., books, audio tapes, video, film, computer, illustrations).
- ✓ **0101.7.2** Visit libraries/media centers and regularly check out materials.
- ✓ **0101.7.3** Understand the main idea in a visual message (e.g., pictures, cartoons, posters).
- ✓ **0101.7.4** Enhance oral presentations with a visual medium.

Standard 8—Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

Grade Level Expectations

GLE 0101.8.1 Explore and experience various literary genres.

GLE 0101.8.2 Employ a variety of basic reading comprehension strategies.

GLE 0101.8.3 Develop reading fluency and accuracy.

GLE 0101.8.4 Identify basic literary elements.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.8.1** Read picture books, alphabet and number books, rhyming books, story books, fairy tales, poetry, and nonfiction text.
- ✓ **0101.8.2** Distinguish between fiction and nonfiction and fantasy and reality.
- ✓ **0101.8.3** Identify parts of a book (e.g., front cover and back cover, table of contents, index, glossary, title page, author, illustrator).
- ✓ **0101.8.4** Make predictions about text.
- ✓ **0101.8.5** Participate in the creation of graphic organizers (KWL charts, diagrams).
- ✓ **0101.8.6** Derive meaning while reading by employing the following strategies:
 - Asking questions to clarify meaning.
 - Participating in discussions.
 - Predicting what will happen next.
 - Creating mental images.
 - Using illustrations to gain meaning.
 - Answering the Five W + H questions (i.e., Who, What, When, Where, How, Why).
 - Relating knowledge from personal experience, and/or other text.
- ✓ **0101.8.7** Identify the characters, plot, and setting of a story.
- ✓ **0101.8.8** Participate in shared reading and small group guided reading.
- ✓ **0101.8.9** Read simple text containing familiar letter-sound correspondence and high frequency words.
- ✓ **0101.8.10** Read orally with fluency and accuracy.

Tennessee English Language Arts Standards

Grade 2

Standard 1—Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of Standard American English and its conventions?

Grade Level Expectations

GLE 0201.1.1 Demonstrate control of basic English usage, mechanics, spelling, and sentence structure.

GLE 0201.1.2 Employ a variety of strategies to decode words and expand vocabulary.

GLE 0201.1.3 Develop and maintain phonemic awareness.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0201.1.1** Identify and use adjectives (i.e., descriptive, comparative, superlative), nouns (i.e., common and proper, singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., past and present tense, action and linking, regular and irregular, subject-verb agreement) correctly.
- ✓ **0201.1.2** Use capitals letters correctly (i.e., first and last names, pronoun *I*, proper nouns, first word of a sentence).
- ✓ **0201.1.3** Identify and use correct punctuation at the end of declarative, exclamatory, and interrogative sentences.
- ✓ **0201.1.4** Form contractions correctly.
- ✓ **0201.1.5** Understand that a sentence is a group of words that has a subject and a verb and expresses a complete thought.
- ✓ **0201.1.6** Identify and write complete sentences correctly.
- ✓ **0201.1.7** Use commas correctly in a series.

- ✓ **0201.1.8** Spell simple words using developing phonetic knowledge, sounds of the alphabet, and simple consonant/vowel patterns.
 - Spell high frequency words correctly (e.g., Dolch list, Dr. Fry list).
 - Continue to spell short and long vowel words using basic CVC, CVCE, and CVVC patterns.
 - Alphabetize words to the second letter.
 - Use primary dictionaries to spell words correctly and verify spelling.
 - Spell regular and irregular plurals correctly (e.g., boy/boys, child/children).
 - Spell diagraphs, trigraphs, and blends (e.g., -ea, -ir, -igh, -tch, -sch, fl, bl, br, st).
 - Understand and spell basic words that sound the same but are spelled differently and have different meanings (homophones- flower/flour).

- ✓ **0201.1.9** Show evidence of expanding language through vocabulary growth.
 - Recognize common abbreviations.
 - Build vocabulary by reading, listening to, and discussing a variety of literature.
 - Add prefixes (e.g., re-, dis-), suffixes (e.g., -ly, -y), and endings to base words to make new words (e.g., -ed, -ing, -es).
 - Identify simple multi-meaning words based on the appropriate meaning for the context.
 - Use word families and word walls.
 - Recognize and identify compound words, synonyms, and antonyms.
 - Identify positional words.
 - Identify simple multi-meaning words in context (e.g., fly, pop, bat).

Phonemic Awareness

- ✓ **0201.1.10** Maintain phonemic awareness by adhering to the following:
 - Change the letters of a given word to create new words (e.g., pan to nap, ten to net).
 - Use sound stretching of one syllable words to identify each phoneme.
 - Use sound blending of each separately spoken phoneme to make meaningful words.
 - Segment one-syllable words into individual sounds and blend the sounds into whole words.
 - Identify and produce rhyming words.
 - Recognize words that have the same beginning, middle, and ending sounds.
 - Understand words are made up of one or more syllables (e.g., students clap syllables, move objects, etc. in words.)
 - Add, delete, and change targeted sounds to change words (e.g., bed to bad, hat to bat).

- ✓ **0201.1.11** Apply phonics generalizations in order to decode words in the following ways:
 - Read words containing r-controlled vowels (e.g., -ar, -ir, -ur).
 - Apply knowledge of basic syllabication rules.
 - Use letter-sound matches and structural analysis to decode grade level words.
 - Use parts of words (e.g., root/base words, compound words, contractions, prefixes, and suffixes) to decode grade level words.

- Apply long and short vowel rules when decoding text.
- Use sounding out words, chunking words into smaller parts, looking for blends, digraphs, diphthongs, word families, etc. as a means of decoding unfamiliar words.
- Continue to decode unknown words that are grade-level appropriate.

Standard 2—Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in school, the workplace, and the larger community.

Guiding Question 2

What communication skills are essential to achieve success in school, the workplace, and in leisurely pursuits?

Grade Level Expectations

GLE 0201.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.

GLE 0201.2.2 Develop critical speaking skills essential for effective communication.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0201.2.1** Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- ✓ **0201.2.2** Listen attentively to speaker for specific information.
- ✓ **0201.2.3** Understand and follow multi-step oral directions.
- ✓ **0201.2.4** Summarize what has been heard using the logical sequence of events.

Speaking

- ✓ **0201.2.5** Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
- ✓ **0201.2.6** Speak clearly, properly, and politely, and recognize the difference between formal and informal language.
- ✓ **0201.2.7** Give multi-step oral directions.
- ✓ **0201.2.8** Participate in group discussion.
 - Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem).

- Ask and respond to questions from teacher and other group members.
- ✓ **0201.2.9** Retell a story, describing the plot, characters, and setting.
- ✓ **0201.2.10** Recite poems, stories, and songs.

Standard 3—Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Grade Level Expectations

GLE 0201.3.1 Write in a variety of modes for a variety of audiences and purposes.

GLE 0201.3.2 Employ a variety of prewriting strategies.

GLE 0201.3.3 Organize ideas into a topic paragraph with complete coherent sentences.

GLE 0201.3.4 Revise first drafts for clearer meaning, correct capitalization, and punctuation.

GLE 0201.3.5 Evaluate own and others' writing.

GLE 0201.3.6 Determine how, when, and whether to incorporate graphics in written work.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0201.3.1** Write to describe, entertain, and inform.
- ✓ **0201.3.2** Write in response to literature (e.g., create a new ending to a story, create class books, summarize a story), compose a variety of written works (e.g., friendly letters, journal entries, reports, experience stories) and begin to compose narratives (with a beginning, middle, and end).
- ✓ **0201.3.3** Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, Venn diagrams) independently and/or in group, and use a variety of resources to gather information.
- ✓ **0201.3.4** Utilize classroom resources to support the writing process (e.g., word walls, picture dictionaries).

- ✓ **0201.3.5** Compose first drafts using the appropriate parts of the writing process with an emphasis on planning and self correcting.
- ✓ **0201.3.6** Use temporary/creative spelling to spell independently while beginning to transition to standard spelling.
- ✓ **0201.3.7** Arrange events in a logical and sequential order when writing.
- ✓ **0201.3.8** Continue to add descriptive words and details to writing.
- ✓ **0201.3.9** Create legible documents for reading by forming legible lower case letters utilizing correct spacing and by writing from left to write and top to bottom.
- ✓ **0201.3.10** Evaluate own and others' writing through small group discussion and shared work.
- ✓ **0201.3.11** Incorporate suggestions from teachers and peers.
- ✓ **0201.3.12** Use a simple rubric to evaluate writing.
- ✓ **0201.3.13** Incorporate photographs or illustrations in written work.

Standard 4—Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Course Level Expectations

GLE 0201.4.1 Define and narrow a topic for research.

GLE 0201.4.2 Gather relevant information from three resources, no more than one of which can be the Internet.

GLE 0201.4.3 Write a simple research report.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0201.5.1** Narrow a topic so that the research process is manageable.

- ✓ **0201.5.2** Use the family and community as resources of information.
- ✓ **0201.5.3** Visit the library as a source of information for research.
- ✓ **0201.5.4** Recognize and identify a variety of print and electronic resources available for information (e.g., books, newspapers, technology, magazines, graphs).
- ✓ **0201.5.5** Understand the purpose of reference materials (e.g., table of contents, glossary, dictionary, thesaurus, atlas, encyclopedia).
- ✓ **0201.5.6** Write a simple research report that demonstrates a systematic gathering of information.

Standard 5—Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and concluding appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Grade Level Expectations

GLE 0201.5.1 Continue to develop the ability to think logically.

GLE 0201.5.2 Apply logic in a variety of ways.

GLE 0201.5.3 Make inferences and draw appropriate conclusions.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0201.5.1** Distinguish between fact and opinion.
- ✓ **0201.5.2** Given a sequence of events, choose from a list of possibilities the appropriate conclusion.
- ✓ **0201.5.3** Identify cause-effect relationships.
- ✓ **0201.5.4** Compare and contrast information and ideas.
- ✓ **0201.5.5** Apply sequential reasoning to a variety of written and oral contexts.

Standard 6—Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive set of skills different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Grade Level Expectations

GLE 0201.6.1 Follow simple multi-step directions in a short informational text.

GLE 0201.6.2 Comprehend the main ideas and supporting details of informational texts.

GLE 0201.6.3 Interpret the graphics that support informational texts.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0201.6.1** Follow simple multi-step directions in informational texts to complete a specific task.
- ✓ **0201.6.2** Identify and state the main ideas and supporting details of informational texts.
- ✓ **0201.6.3** Explore various forms of informational texts (e.g., charts, books, newspapers, magazines, daily announcement sheets).
- ✓ **0201.6.4** Recognize and use text features to comprehend informational texts (e.g., time lines, graphs, charts, maps, illustrations).

Standard 7—Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of media?

Grade Level Expectations

GLE 0201.7.1 Recognize the ability of media to inform, persuade, and entertain.

GLE 0201.7.2 Enhance oral presentations and/or written work with a visual medium.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0201.7.1** Understand the main idea in a visual message (e.g., pictures, cartoons, posters).
- ✓ **0201.7.2** Experience and respond to a variety of media (e.g., books, audio tapes, video, film, computer, illustrations).
- ✓ **0201.7.3** Visit libraries/media centers and regularly check out materials.
- ✓ **0201.7.4** Begin to utilize technology to publish and present writing.

Standard 8—Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

Grade Level Expectations

GLE 0201.8.1 Explore and experience various literary genres.

GLE 0201.8.2 Employ a variety of basic reading comprehension strategies.

GLE 0201.8.3 Develop reading fluency and accuracy.

GLE 0201.8.4 Identify basic literary elements.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0201.8.1** Read fables, folk tales, fairy tales, poetry, nonfiction, short stories, and chapter books.
- ✓ **0201.8.2** Identify parts of a book (e.g., front cover and back cover, table of contents, index, glossary, title page, author, illustrator).
- ✓ **0101.8.3** Distinguish between fiction and nonfiction and fantasy and reality.
- ✓ **0201.8.4** Preview words necessary for understanding a reading selection.

- ✓ **0201.8.5** Participate in the creation of graphic organizers (KWL charts, diagrams).
- ✓ **0201.8.6** Derive meaning while reading by employing the following strategies:
 - Asking questions to clarify meaning.
 - Participating in discussions.
 - Predicting what will happen next.
 - Creating mental images.
 - Using illustrations to gain meaning.
 - Answering the Five W + H questions (i.e., Who, What, When, Where, How, Why).
 - Relate knowledge from personal experience, other text, and world events to make meaning from text.
- ✓ **0201.8.7** Participate in shared reading and small group guided reading.
- ✓ **0201.8.8** Read simple text containing familiar letter-sound correspondence and high frequency words.
- ✓ **0201.8.9** Read orally with fluency and accuracy, using appropriate pacing and expression.
- ✓ **0201.8.10** Identify the characters, plot, and setting of a story.

Tennessee English Language Arts Standards

Grade 3

Standard 1—Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of Standard American English and its conventions?

Grade Level Expectations

GLE 1001.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.

GLE 0301.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

GLE 0301.1.3 Demonstrate knowledge of Standard English sentence structure.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.1.1** Know and use appropriately the meaning, forms, and functions of nouns, pronouns, verbs, adjectives, and adverbs.
- ✓ **0301.1.2** Recognize and avoid errors in Standard English usage (e.g., to/too/two; their/ there/ they're).
- ✓ **0301.1.3** Know and apply correctly the rules for capitalization.
- ✓ **0301.1.4** Understand and use correctly standard marks of punctuation, including commas in direct address, in dates and addresses, and items in a series.
- ✓ **0301.1.5** Apply correct orthographic conventions, including spelling, contractions and possessives, and letter formation.
- ✓ **0301.1.6** Write legibly in manuscript and in cursive.
- ✓ **0301.1.7** Recognize sentence types—statements, questions, commands, and exclamations—and apply appropriate end marks when writing and vocal intonation when speaking.
- ✓ **0301.1.8** Identify the subject and predicate of a sentence (simple and compound).

- ✓ **0301.1.9** Recognize complete sentences and sentence fragments and edit appropriately.
- ✓ **0301.1.10** Combine simple sentences into compound sentences using compound subjects and/or predicates.
- ✓ **0301.1.11** Use a variety of previously learned strategies (e.g., roots and affixes, context, reference resources) to determine the meanings of unfamiliar words.

State Performance Indicators

SPI 0301.1.1 Identify correctly used capital letters.

SPI 0301.1.2 Select the simple subject and predicate of a sentence.

SPI 0301.1.3 Select the compound sentence that correctly combines two simple sentences.

SPI 0301.1.4 Identify the correct use of nouns (i.e., as subjects, singular and plural), verbs (i.e. present, past, and future tense), and adjectives (i.e., comparative and superlative) within context.

SPI 0301.1.5 Identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.

SPI 0301.1.6 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.

SPI 0301.1.7 Choose correctly (or incorrectly) spelled words in context and correctly (or incorrectly) formed contractions and plurals.

SPI 0301.1.8 Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two; their/there/they're).

Standard 2—Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in school, the workplace, and the larger community.

Guiding Question 2

What communication skills are essential to achieve success in school, the workplace, and in leisurely pursuits?

Grade Level Expectations

GLE 0301.2.1 Continue to develop basic listening skills necessary for communication.

GLE 0301.2.2 Continue to develop basic speaking skills necessary for communication.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0301.2.1** Consistently use established rules for polite conversation and attentive listening (e.g., take turns, raise hands, ask questions, do not interrupt, face speaker).
- ✓ **0301.2.2** Demonstrate the ability to follow oral directions up to three steps.
- ✓ **0301.2.3** Respond to questions from teachers and other group members and pose follow-up questions for clarity.
- ✓ **0301.2.4** Listen and respond to a variety of media (e.g., books, audio tapes, videos).
- ✓ **0301.2.5** Recognize the main idea conveyed in a speech.

Speaking

- ✓ **0301.2.5** Consistently use rules for conversation and verbal participation.
- ✓ **0301.2.6** Give oral directions up to three steps.
- ✓ **0301.2.7** Participate in group discussions.
- ✓ **0301.2.8** Show evidence of expanding oral language through vocabulary growth.
- ✓ **0301.2.9** Participate in creative and expressive responses to text (e.g., choral reading, discussion, dramatizations, oral presentations, personal experiences).

State Performance Indicators

SPI 0301.2.1 Arrange a set of instructions in a sequential, step-by-step order.

SPI 0301.2.2 Given a list of interactive behaviors, identify those that are appropriate (or inappropriate) for group activities.

SPI 0301.2.3 Identify the main idea of a speech.

Standard 3—Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Grade Level Expectations

GLE 0301.3.1 Write for a variety of purposes and to a variety of audiences.

GLE 0301.3.2 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.

GLE 0301.3.3 Write in a variety of modes and genres, including narration, literary response, personal experience, and subject matter content.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.3.1** Write on a specific topic to a specified audience (e.g., self, peers, adults).
- ✓ **0301.3.2** Write for a variety of purposes: to entertain, persuade, inform, demonstrate knowledge, answer questions, tell a story, respond to literature.
- ✓ **0301.3.3** Use all steps in the writing process: brainstorm and organize ideas, create a first draft, revise and proofread draft, share completed work.
- ✓ **0301.3.4** Write in complete sentences developed into a logical, coherent paragraph with a topic sentence, supporting details, and a concluding sentence.
- ✓ **0301.3.5** Use correct page format (e.g., paragraphs, margins, indentations, and titles).
- ✓ **0301.3.6** Use a rubric to evaluate own and others' writing through small group discussion and shared work.
- ✓ **0301.3.7** Use technology to publish and present.
- ✓ **0301.3.8** Express thoughts, feelings, and experiences through poetry and illustrations.
- ✓ **0301.3.9** Write in journals.

State Performance Indicators

SPI 0301.3.1 Complete a simple graphic organizer to group ideas for writing.

SPI 0301.3.2 Identify the purpose for writing (e.g., to entertain, to inform, to respond to a picture).

SPI 0301.3.3 Choose the most specific word to complete a simple sentence.

SPI 0301.3.4 Rearrange sentences and/or events in a sequential, coherent order.

SPI 0301.3.5 Choose a topic sentence for a paragraph.

SPI 0301.3.6 Select the best title for a text.

SPI 0301.3.7 Identify unnecessary information in a paragraph.

SPI 0301.3.8 Choose a supporting sentence that best fits the context and flow of ideas in a paragraph.

Standard 4—Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Grade Level Expectations

GLE 0301.4.1 Identify and narrow a grade-appropriate research topic.

GLE 0301.4.2 Determine three or more resources using more than one medium.

GLE 0301.4.3 Present research results in a simple written report.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.4.1** Define and narrow a topic for research.
- ✓ **0301.4.2** Identify resources from more than one medium to support the research topic.
- ✓ **0301.4.3** Gather relevant information from a variety of sources available for information.
- ✓ **0301.4.4** Use reference materials (e.g., dictionary, thesaurus, atlas, and encyclopedia).
- ✓ **0301.4.5** Visit the library/media center as a source of information for research.
- ✓ **0301.4.7** Organize information gathered using a simple graphic organizer.
- ✓ **0301.4.8** Write a simple research report demonstrating the research results.

State Performance Indicators

SPI 0301.4.1 Identify the most reliable sources of information to support a research topic.

SPI 0301.4.2 Complete a simple graphic organizer (e.g., chart, web) organizing information from text or technological sources.

SPI 0301.4.3 Compose a one-page report delivering the research results.

Standard 5—Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and inferring appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Grade Level Expectations

GLE 0301.5.1 Develop logic skills to enhance thoughtful reasoning and to facilitate learning.

GLE 0301.5.2 Make inferences and draw conclusions.

GLE 0301.5.3 Apply learned logic skills to selections read, as well as to classroom situations.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.5.1** Distinguish fact from opinion.
- ✓ **0301.5.2** Distinguish cause from effect.
- ✓ **0301.5.3** Compare and contrast two characters, ideas, or stories.
- ✓ **0301.5.4** Draw inferences and adjust predictions during reading.
- ✓ **0301.5.5** Draw conclusions based on evidence acquired during reading.

State Performance Indicators

SPI 0301.5.1 Draw appropriate inferences from text.

SPI 0301.5.2 Distinguish between fact and opinion within text.

SPI 0301.5.3 Identify stated cause-effect relationships in text.

SPI 0301.5.4 Determine sequence of events in a narrative.

SPI 0301.5.5 Determine the problem in a story and recognize its solution.

Standard 6—Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive set of skills different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Grade Level Expectations

GLE 0301.6.1 Apply appropriate reading strategies to comprehend informational text (e.g., prereading strategies, comprehension strategies).

GLE 0301.6.2 Recognize the different features of informational text (e.g., separate text boxes, diagrams, captions, charts, graphs).

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.6.1** Distinguish fiction from nonfiction.
- ✓ **0301.6.2** Identify the main idea and supporting details in informational text.
- ✓ **0301.6.3** Preview text to establish a purpose for reading, to activate prior knowledge, to facilitate the reading process, and to evaluate illustrations and graphics.
- ✓ **0301.5.4** Use text features to locate information (e.g., charts, tables of contents, maps, illustrations).

State Performance Indicators

SPI 0301.6.1 Identify the stated main idea in a reading selection.

SPI 0301.6.2 Indicate which of a given set of illustrations or graphics best supports a particular text.

SPI 0301.6.3 Select information from a given set of text features (e.g., glossary, table of contents).

Standard 7—Media

Conceptual Strand 7

An ability to understand and analyze media technology will be a vital, ongoing life skill.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of media?

Grade Level Expectations

GLE 0301.7.1 Recognize that media can provide sources of information and entertainment.

GLE 0301.7.2 Use media to publish and present information.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.7.1** Use media to access information (e.g., online catalog, nonfiction books, encyclopedias, CD-ROM references, Internet).
- ✓ **0301.7.2** Use media to enhance reports and oral presentations.
- ✓ **0301.7.3** Understand the main idea or message in a visual image (e.g., pictures, cartoons, weather reports on television, newspapers, photographs).
- ✓ **0301.7.4** Visit libraries/media centers and regularly check out materials.

State Performance Indicators

SPI 0301.7.1 Determine the main idea in a visual image.

SPI 0301.7.2 Select the most appropriate medium or media for accessing information, writing a report, or making a presentation.

Standard 8—Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

Grade Level Expectations

GLE 0301.8.1 Maintain previously learned reading strategies and skills, such as concepts of print, phonemic awareness, fluency, and vocabulary.

GLE 0301.8.2 Develop and use strategies for reading before, during, and after reading.

GLE 0301.8.3 Read in a variety of genres and content areas.

GLE 0301.8.4 Learn basic characteristics of literary genres.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.8.1** Recognize varying forms of text (e.g., poems, plays, stories).
- ✓ **0301.8.2** Identify and produce rhyming words and original poems.
- ✓ **0301.8.3** Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, looking for word parts (e.g., root words, prefixes, and suffixes), and recognizing context clues.
- ✓ **0301.8.4** Read with increasing fluency and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, reading from tapes/CDs).
- ✓ **0301.8.5** Build vocabulary by listening to literature and participating in discussions.
- ✓ **0301.8.6** Use context clues to determine the meaning of multi-meaning words.
- ✓ **0301.8.7** Identify a purpose for reading (e.g., for information, for enjoyment, for understanding a writer's position).
- ✓ **0301.8.8** Demonstrate strategies for determining meaning while reading and checking for understanding after reading.
- ✓ **0301.8.9** Read and review various literary (e.g., short stories, fairy tales, nonfiction texts, biographies, folktales, myths, poetry) and media (e.g., photographs, the arts, films, video) genres.
- ✓ **0301.8.10** Define and identify setting and characters, including main and minor characters.
- ✓ **0301.8.11** Compare and contrast different versions/representations of similar stories, legends, lessons, or events reflecting different cultures.
- ✓ **0301.8.12** Explore the use of language in literary texts (e.g., rhythm, beat, imagery, simile, and metaphor).
- ✓ **0301.8.13** Explore the concept of first person point of view.
- ✓ **0301.8.14** Visit libraries/media centers; select and check out materials.
- ✓ **0301.8.15** Read longer narrative and expository text independently, including chapter books.

- ✓ **0301.8.16** Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic representations).

State Performance Indicators

SPI 0301.8.1 Identify and/or select rhyming words.

SPI 0301.8.2 Distinguish individual sounds, including consonant blends, within words.

SPI 0301.8.3 Identify setting, characters, and plot, including the sequence of events, in a reading selection.

SPI 0301.8.4 Recognize root words and their various inflections (e.g., walks, walking, walked).

SPI 0301.8.5 Determine word meanings using prefixes and suffixes and/or context clues.

SPI 0301.8.6 Select appropriate synonyms and antonyms within context.

SPI 0301.8.7 Identify forms of text as poems, plays, or stories.

SPI 0301.8.8 Recognize basic plot features of fairy tales, folk tales, fables, and myths.

SPI 0301.8.9 Recognize grade appropriate vocabulary, including multiple-meaning words, within context.

Tennessee English Language Arts Standards

Grade 4

Standard 1—Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of standard American English and its conventions?

Grade Level Expectations

GLE 0401.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.

GLE 0401.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

GLE 0401.1.3 Demonstrate knowledge of Standard English sentence structure.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.1.1** Know and use appropriately the meaning, forms, and functions of the following six parts of speech: nouns, pronouns, verbs, adverbs, adjectives, and prepositions.
- ✓ **0401.1.2** Recognize usage errors (e.g., double negatives, troublesome word groups: to/too/two; their/there/they're; sit/set; lie/lay).
- ✓ **0401.1.3** Use correct capitalization (e.g., sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, and parts of friendly and business letters).
- ✓ **0401.1.4** Use correct punctuation at the ends of sentences.
- ✓ **0401.1.5** Demonstrate the correct usage of commas (e.g., series, direct address, following introductory words, dates, addresses, quotations, letters, and compound sentences).
- ✓ **0401.1.6** Demonstrate the correct usage of quotation marks (e.g., in direct quotations and in titles).
- ✓ **0401.1.7** Apply correct orthographic conventions, including spelling, contractions and possessives, abbreviations, and legible letter formation, both in cursive and in manuscript.

- ✓ **0401.1.8** Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order within a sentence, correct placement of detailed words and phrases).
- ✓ **0401.1.9** Use complete sentences in writing.
- ✓ **0401.1.10** Recognize and edit incomplete sentences and run-on sentences.
- ✓ **0401.1.11** Combine simple sentences into compound sentences.
- ✓ **0401.1.12** Combine sentences using compound subjects and/or predicates or by joining independent clauses using a semicolon or a comma + a coordinating conjunction.

State Performance Indicators

SPI 0401.1.1 Identify the correct use of nouns (i.e., common and proper, plurals, possessives), verbs (i.e., agreement, tenses, action and linking), and adjectives (i.e., comparison forms and articles), pronouns (i.e., subject, object, and agreement), adverbs (i.e., comparison forms and negatives), prepositions (uses of prepositions, prepositional phrases).

SPI 0401.1.2 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.

SPI 0401.1.3 Select the best way to correct incomplete sentences within context.

SPI 0401.1.4 Identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context.

SPI 0401.1.5 Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two; their/there/they're; sit/set; lie/lay).

SPI 0401.1.6 Identify correctly or incorrectly spelled words in context, including the spelling of plurals and possessives.

SPI 0401.1.7 Choose the correct use of quotation marks and commas in direct quotations.

SPI 0401.1.8 Identify sentences with correct subject-verb agreement (person and number).

Standard 2—Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in school, the workplace, and the larger community.

Guiding Question 2

What communication skills are essential to achieve success in school, the workplace, and in leisurely pursuits?

Grade Level Expectations

GLE 0401.2.1 Continue to develop oral language skills necessary for communication.

GLE 0401.2.2 Continue to develop listening skills necessary for communication.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0401.2.1** Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
- ✓ **0401.2.2** Use established rules for attentive listening (e.g., do not interrupt, ask questions, provide appropriate feedback).
- ✓ **0401.2.3** Understand and follow multi-step directions (i.e., follow directions for a simple game).
- ✓ **0401.2.4** Formulate and respond to questions from teachers and group members.

Speaking

- ✓ **0401.2.5** Use rules for polite conversation.
- ✓ **0401.2.6** Participate in creative responses to text (e.g., choral reading, discussion, dramatization, oral presentations).
- ✓ **0401.2.7** Orally express reactions and personal experiences, and opinions.
- ✓ **0401.2.8** Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science projects).
- ✓ **0401.2.9** Use different voice levels and speech patterns for small groups, informal discussions, and reports.
- ✓ **0401.2.10** Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).
- ✓ **0401.2.11** Participate in recitations of assigned/self-selected passages.
- ✓ **0401.2.12** Continue to develop group discussion skills and to work in teams.
- ✓ **0401.2.13** Recognize specific roles assumed by team members in completing tasks.

State Performance Indicators

SPI 0401.2.1 Identify the main idea and supporting points of a speech.

SPI 0401.2.2 Arrange instructions for a multi-step task in correct sequential order.

SPI 0401.2.3 Identify specific roles assumed by participants in groups or teams.

SPI 0401.2.4 Determine the most accurate paraphrase of a speech.

Standard 3—Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Grade Level Expectations

GLE 0401.3.1 Write for a variety of purposes and to a variety of audiences.

GLE 0401.3.2 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, and publishing.

GLE 0401.3.3 Write in a variety of modes and genres (e.g., narration, description, personal expression, imaginative writing, response to literature, response to subject matter content).

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.3.1** Determine an audience and a purpose for writing.
- ✓ **0401.3.2** Arrange ideas by using graphic organizers (e.g., listing clustering, story maps, webs).
- ✓ **0401.3.3** Select and refine a topic.
- ✓ **0401.3.4** Write in response to a written narrative prompt.
- ✓ **0401.3.5** Develop topic sentence with supporting details and concluding sentence to form a paragraph.
- ✓ **0401.3.6** Construct varied sentences (i.e., syntactic variety) to add interest.

- ✓ **0401.3.7** Arrange multi-paragraph work in a logical and coherent order.
- ✓ **0401.3.8** Use appropriate time-order or transitional words.
- ✓ **0401.3.9** Use correct page format (e.g., paragraphs, margins, indentations, titles).
- ✓ **0401.3.10** Revise to clarify and refine ideas, to distinguish between important and unimportant information, and to enhance word selection.
- ✓ **0401.3.11** Develop and use a classroom rubric for written work and use for peer review and editing.
- ✓ **0401.3.12** Identify and explore opportunities for publication (e.g., local/national contests, Internet Websites, newspapers/periodicals, school displays).
- ✓ **0401.3.13** Incorporate vivid language into writing.
- ✓ **0401.3.14** Write poems, stories, and essays based upon personal reflections, observations, and experiences.
- ✓ **0401.3.15** Compare in writing two persons or things.
- ✓ **0401.3.16** Write creative, imaginative, and original responses to literature (e.g., poems, raps, stories).

State Performance Indicators

SPI 0401.3.1 Choose a topic sentence for a paragraph.

SPI 0401.3.2 Rearrange sentences to form a sequential, coherent paragraph.

SPI 0401.3.3 Identify the purpose for writing (i.e., to entertain, to inform, to share experiences) and the audience for which it is intended.

SPI 0401.3.4 Rearrange events in a sequential or chronological order in a writing selection.

SPI 0401.3.5 Select the best title for text.

SPI 0401.3.6 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.

SPI 0401.3.7 Select appropriate time-order or transitional words to enhance the flow of a writing sample.

SPI 0401.3.8 Select the best way to combine sentences to provide syntactic variety within context.

SPI 0401.3.9 Select details that support a topic sentence.

SPI 0401.3.10 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

SPI 0401.3.11 Supply a missing piece of information in a simple outline.

Standard 4—Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Grade Level Expectations

GLE 0401.4.1 Conduct research to access and present information.

GLE 0401.4.2 Collect, organize, and determine the reliability of researched information.

GLE 0401.4.3 Present research results in a written report.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.4.1** Define and narrow a topic for research.
- ✓ **0401.4.2** Use current technology as a research and communication tool for personal interest, research, and clarification.
- ✓ **0401.4.3** Gather and record information on a research topic from a variety of sources.
- ✓ **0401.4.4** Evaluate the reliability of sources on a given topic.
- ✓ **0401.4.5** Organize information from text or technological sources using a graphic organizer.
- ✓ **0401.4.6** Write a research paper using a three or more sources and notes taken using the sources.
- ✓ **0401.4.7** Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.

- ✓ **0401.4.8** Use and discern appropriate reference sources in various formats (e.g., interviews with family and community; encyclopedia, card/electronic catalogs, almanacs, magazines, newspapers).

State Performance Indicators

SPI 0401.4.1 Select appropriate sources from which to gather information on a given topic.

SPI 0401.4.2 Rank the reliability of sources on a given topic.

SPI 0401.4.3 Construct a graphic organizer to organize the information gathered.

SPI 0401.4.4 Write a simple report delivering the results of the research and citing the sources used.

Standard 5—Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and inferring appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Grade Level Expectations

GLE 0401.4.1 Develop logic skills to facilitate learning and to enhance thoughtful reasoning.

GLE 0401.4.2 Use logic to make inferences and draw appropriate conclusions.

GLE 0401.4.3 Apply logic skills to classroom situations and to selections read.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.5.1** Distinguish fact from opinion and cause from effect.
- ✓ **0401.5.2** Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.
- ✓ **0401.5.3** Make and adjust predictions while reading, viewing, or listening to print and non-print media.
- ✓ **0401.5.4** Determine the problem in a story, discover its solution, and consider logical alternate solutions.

- ✓ **0401.5.5** Complete word analogies employing synonyms and antonyms.

State Performance Indicators

SPI 0401.5.1 Locate information to support opinions, predictions, and conclusions.

SPI 0401.5.2 Supply the cause or effect missing from a graphic organizer.

SPI 0401.5.3 Distinguish between fact and opinion in text.

SPI 0401.5.4 Determine a problem in a story and recognize its solution.

SPI 0401.5.5 Choose a logical word to complete an analogy using synonyms and antonyms.

SPI 0401.5.6 Determine appropriate inferences and draw conclusions from text.

SPI 0401.5.7 Make predictions about text.

Standard 6—Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive set of skills different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Grade Level Expectations

GLE 0401.6.1 Apply skills and strategies to comprehend informational text (e.g., prereading strategies, comprehension strategies).

GLE 0401.6.2 Recognize the different text features of informational text (e.g., separate text boxes, diagrams, captions, charts, graphs).

GLE 0401.6.3 Follow the organizational structure of informational/technical text.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.6.1** Set a purpose for reading (e.g., to understand, to enjoy, to solve problems, to locate specific information/facts).
- ✓ **0401.6.2** Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars).

- ✓ **0401.6.3** Understand sequence of events from text.
- ✓ **0401.6.4** Determine the main idea and supporting details from text.
- ✓ **0401.6.5** Preview text using text features (e.g., illustration, graphs, diagrams).
- ✓ **0401.6.6** Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites).
- ✓ **0401.6.7** Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index) as aids in understanding informational text.

State Performance Indicators

SPI 0401.6.1 Use table of contents, title page, and glossary to locate information.

SPI 0401.6.2 Use headings, graphics, and captions to make meaning from text.

SPI 0401.6.3 Interpret information using a chart, map, or timeline.

SPI 0401.6.4 Use available text features (e.g., graphics and illustrations) to make meaning from text.

SPI 0401.6.5 Identify the stated main idea and supporting details in text.

Standard 7—Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of media?

Grade Level Expectations

GLE 0401.7.1 Recognize that media can be a source of information and entertainment.

GLE 0401.7.2 Use media to publish and present information.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.7.1** Use media (e.g., photographs, films, videos, the arts, online catalogs, nonfiction books, encyclopedias, CD_ROM references, Internet) to view, read, and represent information and to conduct research.

- ✓ **0401.7.2** Use print and non-print materials along with prior knowledge to provide background for writing and /or presenting.
- ✓ **0401.7.3** Use media to enhance reports and oral presentations.
- ✓ **0401.7.4** Use libraries/media centers to access media sources.
- ✓ **0401.7.5** Develop an awareness of the effects of media (e.g., television, print materials, Internet, magazines) on daily life.

State Performance Indicators

SPI 0401.7.1 Select the most appropriate and reliable media for accessing information, writing a report, or making a presentation.

SPI 0401.7.2 Identify the main idea in a visual image.

Standard 8—Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

Grade Level Expectations

GLE 0401.8.1 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

GLE 0401.8.2 Experience various literary genres, including fiction/nonfiction, poetry, drama, short stories, folk tales, and myths.

GLE 0401.8.3 Know and understand the characteristics of the genres studied.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0401.8.1** Decode unknown grade level words by utilizing learned strategies (e.g., reading ahead, drawing upon prior knowledge) to verify word meaning within context.
- ✓ **0401.8.2** Read with fluency from a variety of texts (e.g., poetry, drama, current events, novels).

- ✓ **0401.8.3** Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
- ✓ **0401.8.4** Use appropriate synonyms, antonyms, and homonyms.
- ✓ **0401.8.5** Develop word consciousness (e.g., word play, word walls, and word sorts).
- ✓ **0401.8.6** Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing).
- ✓ **0401.8.7** Explore significant words to be encountered in selected/assigned text.
- ✓ **0401.8.8** Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media.
- ✓ **0401.8.9** Derive meaning while reading by
 - formulating clarifying questions.
 - predicting outcomes based upon prior knowledge and adjusting appropriately.
 - using metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
 - creating mental images.
 - expressing reactions and personal opinions to a selection.
 - verifying or modifying the pre-reading purpose.
 - drawing conclusions based on the evidence gained.
- ✓ **0401.8.10** Check for understanding after reading by
 - indicating sequence of events in fiction and nonfiction selections.
 - selecting main idea and supporting details from text.
 - identifying the author's purpose (e.g., to entertain, to inform, to explain).
 - discussing similarities and differences in events and characters using evidence cited in two or three texts.
 - selecting information to meet a specific purpose.
 - stating reasonable generalizations in reference to two pieces of text on a similar topic.
 - locating information to support opinions, predictions, and conclusions.
 - identifying cause and effect relationships.
 - distinguishing between fact/opinion and fantasy/reality.
 - identifying and interpreting figurative language (e.g., idioms, similes, metaphors, personification).
 - recognizing the theme of a single passage.
 - reflecting upon comprehension strategies utilized to make meaning from text.
- ✓ **0401.8.11** Read, view, and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g., photographs, the fine arts, films, video) genres.

- ✓ **0401.8.12** Determine the problem of a story, discover its solution, and consider alternate solutions.
- ✓ **0401.8.13** Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.
- ✓ **0401.8.14** Identify and describe main and minor characters, considering the importance of their actions, motives, and appearances.
- ✓ **0401.8.15** Compare and contrast different version/representations of the same stories/events that reflect different cultures.
- ✓ **0401.8.16** Distinguish between first and third person points of view.
- ✓ **0401.8.17** Determine the stated or implied theme of a passage.
- ✓ **0401.8.18** Recognize and understand basic literary devices (e.g., imagery, simile, metaphor, personification).
- ✓ **0401.8.19** Develop an awareness of literature as a reflection of its culture.

State Performance Indicators

SPI 0401.8.1 Recognize plot features of fairy tales, folk tales, fables, and myths.

SPI 0401.8.2 Identify characters, setting, and plot in a passage.

SPI 0401.8.3 Determine the problem in a story and recognize its solution.

SPI 0401.8.4 Select appropriate antonyms, synonyms, and homonyms within context.

SPI 0401.8.5 Recognize and use grade appropriate vocabulary within context.

SPI 0401.8.6 Evaluate texts for elements of fact/opinion and reality/fantasy.

SPI 0401.8.7 Indicate the sequence of events in print (fiction and nonfiction) and non-print texts.

SPI 0401.8.8 Make predictions about text.

SPI 0401.8.9 Identify the forms of text (e.g., poems, drama, fiction, nonfiction).

SPI 0401.8.10 Identify and interpret similes and metaphors.

SPI 0401.8.12 Locate information to support opinions, predictions, and conclusions.

SPI 0401.8.13 Identify the author's purpose (e.g., to entertain, to inform, to persuade, to share feelings).

SPI 0401.8.14 Recognize the sounds of language (i.e., alliteration, rhyme, and repetition).

Tennessee English Language Arts Standards

Grade 5

Standard 1—Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of Standard American English and its conventions?

Grade Level Expectations

GLE 0501.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.

GLE 0501.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

GLE 0501.1.3 Demonstrate knowledge of Standard English sentence structure.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.1.1** Know and use appropriately the meaning, forms, and functions of the eight parts of speech (i.e., nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections).
- ✓ **0501.1.2** Recognize usage errors (e.g., double negatives, troublesome words: affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn).
- ✓ **0501.1.3** Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.
- ✓ **0501.1.4** Capitalize correctly sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, parts of friendly letters and business letters.
- ✓ **0501.1.5** Use correct end of sentence punctuation (e.g., period, question mark).
- ✓ **0501.1.6** Demonstrate knowledge of the meaning and function of certain marks of punctuation, including colons, semi-colons, apostrophes, quotation marks, and commas used in these ways: direct address, items in a series, following introductory words, in dates and addresses, quotations, parts of a letter, before coordinating conjunctions in compound sentences.

- ✓ **0501.1.7** Demonstrate the correct use of quotation marks in conversation, including their use with capitalization, end marks, and explanatory material.
- ✓ **0501.1.8** Apply correct orthographic conventions, including spelling, contractions and possessives, and letter formation in cursive writing.
- ✓ **0501.1.9** Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct syntax, correct placement of modifiers).
- ✓ **0501.1.10** Recognize incomplete sentences and run-on sentences and edit appropriately.
- ✓ **0501.1.11** Eliminate reliance on simple sentences by combining independent clauses, by creating compound subjects and/or predicates, by using introductory phrases or clauses, or by appropriate use of a semi-colon.

State Performance Indicators

SPI 0501.1.1 Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to/too/two, their/there/they're, lie/lay, sit/set, leave/let, learn/teach).

SPI 0501.1.2 Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects), pronouns (i.e., agreement, subject, object), verbs (i.e., action/linking, regular/irregular, agreement, tenses), adjectives (i.e., common/proper, comparative forms, predicate adjectives), and adverbs (i.e., comparative forms, negatives) within context.

SPI 0501.1.3 Identify sentences with correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) and of colons within context.

SPI 0501.1.4 Choose the correct use of quotation marks and commas in direct quotations.

SPI 0501.1.5 Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and possessives.

SPI 0501.1.6 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma+ coordinating conjunction, use of semicolon, introductory phrases and/or clauses).

SPI 0501.1.7 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.

SPI 0501.1.8 Select the best way to correct incomplete sentences within context.

Standard 2—Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in school, the workplace, and in the larger community.

Guiding Question 2

What communication skills are essential to achieve success in school, the workplace, and in leisurely pursuits?

Grade Level Expectations

GLE 0501.2.1 Continue to develop critical listening skills necessary for comprehension and task completion.

GLE 0501.2.2 Identify the organizational structure of a speech.

GLE 0501.2.3 Continue to develop strategies for expressing thoughts and ideas clearly and effectively.

GLE 0501.2.4 Participate in work teams and group discussions.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0501.2.1** Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
- ✓ **0501.2.2** Use established rules for polite conversation (e.g., do not interrupt, face the speaker, listen attentively, provide appropriate feedback, take turns, raise hands).
- ✓ **0501.2.3** Give multi-step directions (e.g., tell someone how to make a simple recipe).
- ✓ **0501.2.4** Formulate and respond to questions from teachers and group members.
- ✓ **0501.2.5** Identify the targeted audience and purpose for a speech.

Speaking

- ✓ **0501.2.5** Participate in creative and expressive responses to text (e.g., choral reading, discussion, dramatization, oral presentations, and personal experiences).
- ✓ **0501.2.6** Use different voice levels and speech patterns in formal and informal situations.
- ✓ **0501.2.7** Participate in recitations of assigned/self-selected passages.
- ✓ **0501.2.8** Create and deliver an oral presentation using visual aids or props.

- ✓ **0501.2.10** Identify the organizational pattern of a speech.

State Performance Indicators

SPI 0501.2.1 Identify the audience for a given speech.

SPI 0501.2.2 Identify the organizational pattern of a speech.

SPI 0501.2.3 Determine the roles of participants in group discussions and problem-solving teams.

SPI 0501.2.4 Organize a set of note cards in the most effective order for an oral presentation.

Standard 3—Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Grade Level Expectations

GLE 0501.3.1 Write for a variety of purposes and to a variety of audiences.

GLE 0501.3.2 Write in a variety of modes and genres, including narration, literary response, personal expression, description, and imaginative

GLE 0501.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.

GLE 0501.3.4 Write frequently across content areas.

Checks for Understanding (Formative/Summative Assessment)

✓ **0501.3.1** Practice writing to narrative and descriptive prompts within a specified time.

✓ **0501.3.2** Generate ideas for writing, taking into consideration audience and purpose.

✓ **0501.3.3** Use a variety of prewriting strategies.

✓ **0501.3.4** Recognize and use all steps in the writing process: prewriting, drafting, revising, editing/proofing, publishing.

- ✓ **0501.3.5** Compare and contrast two persons, places, things, or ideas.
- ✓ **0501.3.6** Make written responses to literature studied (e.g., critique, journal, group project).
- ✓ **0501.3.7** Create a well-developed story or passage summary, as well as personal reflections and imaginative writing samples.
- ✓ **0501.3.8** Compose clear, coherent, well-organized multi-paragraphed works.
- ✓ **0501.3.9** Conduct timed writings to narrative prompts.
- ✓ **0501.3.10** Demonstrate confidence and competence in using the Tennessee Writing Assessment rubric while evaluating one's own writing and the writing of others.
- ✓ **0501.3.11** Compose and respond in writing to original questions and/or problems from all content areas.
- ✓ **0501.3.12** Use appropriate time-order or transitional words and phrases.
- ✓ **0501.3.13** Use correct page format (e.g., paragraphs, margins, indentations, title).
- ✓ **0501.3.14** Introduce writing in the expository mode.

State Performance Indicators

*****The Tennessee State Writing Assessment is administered for the first time at Grade 5. Students are asked to complete a timed writing to a narrative prompt. These compositions are evaluated using the Tennessee State Rubric. This assessment, along with those administered at grades 8 and 11, constitute the primary assessments of students' writing proficiency.**

SPI 0501.3.1 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.

SPI 0501.3.2 Rearrange sentences to form a sequential, coherent paragraph.

SPI 0501.3.3 Identify the purpose for writing (i.e., to entertain, to inform, to report).

SPI 0501.3.4 Identify the audience for which a text is written.

SPI 0501.3.5 Select details that support a topic sentence.

SPI 0501.3.6 Incorporate vivid and active words into a writing sample.

SPI 0501.3.7 Develop and write a paragraph topic sentence with supporting details.

SPI 0501.3.8 Rearrange paragraphs in a narrative writing selection in sequential and chronological order.

SPI 0501.3.9 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.

SPI 0501.3.10 Select the best way to combine sentences to provide syntactic variety within context.

SPI 0501.3.11 Select the best title for a written selection.

SPI 0501.3.12 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

SPI 0501.3.13 Supply a piece of missing information in an outline.

SPI 0501.3.14 Select, limit, and refine a writing topic.

Standard 4—Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Grade Level Expectations

GLE 0501.4.1 Conduct research to access and present information.

GLE 0501.4.2 Collect, organize, determine reliability, and use information researched.

GLE 0501.4.3 Present the research results in a written paper, citing the resources used.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.4.1** Define and narrow a topic for research.
- ✓ **0501.4.2** Use current technology as a research and communication tool for personal interest, research, and clarification.
- ✓ **0501.4.3** Gather and record information on a research topic using three different sources, at least one of which must be a print source.

- ✓ **0501.4.4** Evaluate and determine the reliability of sources on a given topic.
- ✓ **0501.4.5** Organize information from text or technological sources using a graphic organizer.
- ✓ **0501.4.6** Write a research report, using four or more sources and notes taken from those sources citing appropriate bibliographical materials.
- ✓ **0501.4.7** Learn proper citation forms for texts and for Internet sources.
- ✓ **0501.4.8** Discern and use appropriate reference sources in various format (e.g., interviews with family and community; encyclopedia, card/electronic catalogs, almanacs, magazines, newspapers).
- ✓ **0501.4.9** Develop notes that include important concepts, paraphrases, summaries, and identification of reference sources.

State Performance Indicators

SPI 0501.4.1 Identify the most reliable information sources available for preparing a research report.

SPI 0501.4.2 Develop a note-taking system or some other method of effective information collection.

SPI 0501.4.3 Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.

SPI 0501.4.4 From a list of citations, choose the properly written one.

SPI 0501.4.5 Submit a composition setting forth the results of the research and using appropriate citations.

Standard 5—Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and inferring appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Grade Level Expectations

GLE 0501.4.1 Refine logic skills to facilitate learning and to enhance thoughtful reasoning.

GLE 0501.4.2 Use logic to make inferences and to draw appropriate conclusions.

GLE 0501.4.3 Recognize false premises and faulty logic in advertising.

GLE 0501.4.3 Begin to develop analogical reasoning.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.5.1** Distinguish fact from opinion and cause from effect.
- ✓ **0501.5.2** Draw inferences while reading, viewing, or listening to print and non-print media.
- ✓ **0501.5.3** Make and adjust predictions while reading, viewing, or listening to print and non-print media.
- ✓ **0501.5.4** Draw conclusions while reading, viewing, or listening to print and non-print media.
- ✓ **0501.5.5** Construct and complete analogies.

State Performance Indicators

SPI 0501.5.1 Locate information to support opinions, predictions, and conclusions.

SPI 0501.5.2 Identify stated or implied cause and effect relationships in text.

SPI 0501.5.3 Distinguish between fact and opinion in text.

SPI 0501.5.4 Evaluate texts for elements of reality and fantasy.

SPI 0501.5.5 Determine the conflict in a text and recognize its solution.

SPI 0501.5.6 Select a logical word to complete an analogy using synonyms and antonyms and categories and subcategories.

SPI 0501.5.7 Determine appropriate inferences and draw conclusions from text.

SPI 0501.5.8 Make predictions about text.

SPI 0501.5.9 Indicate the correct sequence of events in text.

SPI 0501.5.10 Identify the techniques of propaganda (i.e., bandwagon, loaded words, testimonials).

Standard 6—Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive set of skills different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Grade Level Expectations

GLE 0501.6.1 Apply appropriate skills and strategies to comprehend informational text (e.g., prereading strategies, comprehension strategies, graphic organizers, questioning text).

GLE 0501.6.2 Recognize the different text features of informational text (e.g., separate text boxes, diagrams, captions, charts, graphs).

GLE 0501.6.3 Follow multi-tasked instructions in informational and technical texts (e.g., follow a recipe, complete assembly instructions).

GLE 0501.6.4 Follow the organizational structure of informational/technical text.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.6.1** Set a purpose for reading (e.g., to understand, to enjoy, to solve problems, to locate specific information/facts).
- ✓ **0501.6.2** Use common text parts and features to enhance understanding (e.g., headings, key words, graphics, captions, side bars, chapter titles, glossaries).
- ✓ **0501.6.3** Understand sequence of events from text.
- ✓ **0501.6.4** Determine the main idea and supporting details from text.
- ✓ **0501.6.5** Skim text to develop a general overview of content or to locate specific information.
- ✓ **0501.6.6** Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites).

State Performance Indicators

SPI 0501.6.1 Use headings, graphics, captions, glossaries, and chapter titles to make meaning from text.

SPI 0501.6.2 Interpret information using a chart, map, or timeline.

SPI 0501.6.3 Identify the stated main idea and supporting details in text.

Standard 7—Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7 *What strategies will help students become thoughtful users of information coming from a wide variety of media?*

Grade Level Expectations

GLE 0501.7.1 Recognize that media can provide sources of information and entertainment.

GLE 0501.7.2 Use media to publish and present information.

GLE 0501.7.3 Understand that the choice of medium influences the message in a presentation.

GLE 0501.7.4 Be aware of how message or meaning changes when a written work is translated into a visual presentation.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.7.1** Use media (e.g., photographs, films, videos, the arts, online catalogs, nonfiction books, encyclopedias, CD-ROM references, Internet) to view, read, and represent information.
- ✓ **0501.7.2** Use print and non-print materials along with prior knowledge to provide background for writing and/or presenting.
- ✓ **0501.7.3** Use media to conduct research and prepare reports.
- ✓ **0501.7.4** Use libraries/media centers to access media sources.
- ✓ **0501.7.5** Use media to enhance reports and oral presentations.
- ✓ **0501.7.6** Examine the effects of media (e.g., television, print materials, Internet, magazines) on daily life.

State Performance Indicators

SPI 0501.7.1 Select the most appropriate medium or media for accessing information, writing a report, or making a presentation.

SPI 0501.7.2 Determine the main idea in a visual image.

SPI 0501.7.3 Use appropriate media to enhance an oral presentation.

Standard 8—Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

Grade Level Expectations

GLE 0501.8.1 Use previously learned comprehension strategies before, during, and after reading.

GLE 0501.8.2 Experience various literary genres, including fiction and nonfiction, poetry, drama, chapter books, biography/autobiography, short stories, folk tales, myths, science fiction).

GLE 0501.8.3 Understand the basic characteristics of the genres studied.

GLE 0501.8.4 Understand the meaning of plot, character, setting, point of view, and theme in narration.

GLE 0501.8.5 Know and understand basic terms used in poetry (e.g., rhythm, rhyme, metaphor, simile, personifications, onomatopoeia).

GLE 0501.8.6 Recognize elements peculiar to dramatic literature (e.g., time constraints, organizational structure, dialogue).

GLE 0501.8.7 Consider literature selections as reflections of the culture in which they were written.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0501.8.1** Decode unknown words utilizing learned strategies.
- ✓ **0501.8.2** Recognize various literary genres and their characteristics.
- ✓ **0501.8.3** Predict outcomes and adjust as additional information is acquired.
- ✓ **0501.8.4** Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, and brainstorming).
- ✓ **0501.8.5** Build vocabulary by reading from a wide variety of texts and literary genres.

- ✓ **0501.8.6** Use metacognitive and self-monitoring strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, drawing on earlier reading).
- ✓ **0501.8.7** Participate in creative responses to text.
- ✓ **0501.8.8** Discuss similarities and differences in events and/or characters, using evidence cited in two or more texts.
- ✓ **0501.8.9** Identify how culture, ethnicity, and historical eras are represented in literary text.
- ✓ **0501.8.10** Make inferences and recognize unstated assumptions.
- ✓ **0501.8.11** Make connections among various texts showing similarities and differences.
- ✓ **0501.8.12** Understand figurative language in context (i.e., similes, metaphors, personification, hyperbole).
- ✓ **0501.8.13** Understand the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme, repetition).
- ✓ **0501.8.14** Analyze the plot structure of a narrative (story) including identifying the problem (conflict) and determining how the problem is resolved.

State Performance Indicators

SPI 0501.8.1 Identify setting, characters, plot, and theme.

SPI 0501.8.2 Select questions used to focus and clarify thinking before, during, and after reading text.

SPI 0501.8.3 Determine word meanings within context.

SPI 0501.8.4 Identify the sequence of events in fiction selections.

SPI 0501.8.5 Select stated or implied main idea and supporting details from fiction selections.

SPI 0501.8.6 Identify stated or implied cause and effect relationships in fiction selections.

SPI 0501.8.7 Select the appropriate summary statement for a given passage.

SPI 0501.8.8 Recognize reasonable predictions of future events within a given context.

SPI 0501.8.9 Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).

SPI 0501.8.10 Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.

SPI 0501.8.11 Demonstrate knowledge of the difference between first person and third person point of view in writing.

SPI 0501.8.12 Determine whether the theme is stated or implied within a passage.

SPI 0501.8.13 Identify similes, metaphors, personification, and hyperbole in context.

SPI 0501.8.14 Identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme, repetition).

Tennessee English Language Arts Standards

Grade 6

Standard 1—Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of Standard English and its conventions?

Grade Level Expectations

GLE 0601.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).

GLE 0601.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

GLE 0601.1.3 Understand and use correctly a variety of sentence structures.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0601.1.1** Use parts of speech (i.e., adjectives, adverbs, conjunctions, interjections, nouns, prepositions, pronouns, verbs) correctly.
- ✓ **0601.1.2** Recognize and correct usage errors (e.g., double negatives, troublesome word pairs {accept/except, capitol/capital, principle/principal, between/among}).
- ✓ **0601.1.3** Use capitalization correctly.
- ✓ **0601.1.4** Use punctuation correctly (e.g., apostrophes, commas, colons, semicolons, quotation marks).
- ✓ **0601.1.5** Spell high-frequency words, commonly misspelled words (appropriate to grade level), and words commonly used in content specific vocabulary correctly.
- ✓ **0601.1.6** Correct run on sentences (e.g., use punctuation, conjunctions, or other means to separate the elements of a run-on) and sentence fragments (i.e., supply the missing sentence elements).
- ✓ **0601.1.7** Identify and use adjectival and adverbial phrases.

- ✓ **0601.1.8** Determine the difference between independent and subordinate clauses.
- ✓ **0601.1.9** Recognize and differentiate between simple and compound sentences.
- ✓ **0601.1.10** Identify the structure in imperative and interrogative sentences.
- ✓ **0601.1.11** Use printed and electronic dictionaries, thesauruses, and glossaries to determine the pronunciation, spelling, and part of speech words; to clarify meaning and improve understanding of words (including connotation and denotation); and to distinguish among contextually appropriate synonyms and definitions.
- ✓ **0601.1.12** Identify and define English words derived from Latin and Greek words that form common roots (e.g., audio, auto, malus) and recognize English words that are based on them (e.g., audible, autobiography, malice).
- ✓ **0601.1.13** Demonstrate understanding of common phrases and terms from other languages commonly used in English (e.g., RSVP, *déjà vu*, *faux pas*).

State Performance Indicators

SPI 0601.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives), pronouns (i.e., agreement, subject, object), verbs (i.e., action, linking, regular/irregular, agreement), adjectives (i.e., common/proper, comparative forms), and adverbs (i.e., comparative forms) within context.

SPI 0601.1.2 Recognize usage errors occurring within context (i.e., double negatives, troublesome words ([e.g., too/too/two, their/there/they're, lie/lay, sit/set])).

SPI 0601.1.3 Identify the correct spelling of plurals and possessives.

SPI 0601.1.4 Identify sentences with correct subject-verb agreement (person/number) within context.

SPI 0601.1.5 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.

SPI 0601.1.6 Choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).

SPI 0601.1.7 Choose the appropriate interjection to complete a sentence.

SPI 0601.1.8 Identify the correct use of colons (i.e., in business letters, preceding a list of items).

SPI 0601.1.9 Identify the correct use of prepositions and prepositional phrases within context.

SPI 0601.1.10 Identify the correct use of conjunctions (i.e., coordinating and subordinating) within context.

SPI 0601.1.11 Select appropriate synonyms, antonyms, and homonyms within context.

SPI 0601.1.12 Use context clues and prior knowledge of roots and affixes to determine the meaning of unfamiliar and multi-meaning words.

SPI 0601.1.13 Use dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meaning of unfamiliar words.

SPI 0601.1.14 Identify correctly and incorrectly spelled words in context.

SPI 0601.1.15 Recognize and use grade-appropriate and content-specific vocabulary within context.

Standard 2—Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in the workplace, school, and the larger community.

Guiding Question 2

What communication skills are essential to achieve success in the workplace and in leisurely pursuits?

Grade Level Expectations

Listening

GLE 0601.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

GLE 0601.2.2 Paraphrase and summarize information presented orally by others.

GLE 0601.2.3 Identify the thesis and main points of a speech.

GLE 0601.2.4 Analyze the style and structure of a speech.

Speaking

GLE 0601.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.

GLE 0601.2.6 Deliver effective oral presentations.

GLE 0601.2.7 Participate in work teams and group discussions.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0601.2.1** Follow multi-step spoken instructions to perform single tasks, to answer questions, and to solve problems.
- ✓ **0601.2.2** Identify the thesis of a speech in which the main idea may be explicitly or implicitly stated, concepts may be more abstract, and extended metaphors may be used, and determine the essential elements that elaborate it.
- ✓ **0601.2.3** Summarize information presented orally by others in which the main ideas may be explicitly or implicitly stated, including the purposes, major ideas, and supporting details or evidence.
- ✓ **0601.2.4** Paraphrase accurately challenging ideas and information presented orally by others.
- ✓ **0601.2.5** Analyze the ways in which the style and structure of a more challenging speech support or confound its meaning and purpose, taking into account the speaker's nonverbal gestures.
- ✓ **0601.2.6** Listen actively in group discussions by asking clarifying and elaborating questions and by managing internal (e.g., emotional state, prejudices) and external (e.g., physical setting, difficulty hearing, recovering from distractions) barriers to aid comprehension.

Speaking

- ✓ **0601.2.7** Include relevant facts, reasons, details, and examples to support a relatively complicated thesis.
- ✓ **0601.2.8** Organize oral presentations maintaining a relatively simple three-part structure, previewing the content of presentation in introduction, offering ideas with supporting details, and providing a brief summary or conclusion.
- ✓ **0601.2.9** Use an organizational pattern appropriate for the topic and purpose (e.g., sequential, problem-solution, compare-contrast).
- ✓ **0601.2.10** Logically arrange ideas and group related ideas in ways that enhance the topic.
- ✓ **0601.2.11** Connect ideas using a variety of transition strategies that signal addition of information and relationships between ideas (e.g., Use listing words such as *first*, *in addition*, *but*, and *however*).
- ✓ **0601.2.12** Provide an effective conclusion that reinforces the focus of the presentation.
- ✓ **0601.2.13** Use effective rhetorical devices such as rhetorical questions to engage the audience, repetition to reinforce ideas, and analogies to convey complex ideas.

- ✓ **0601.2.14** Employ presentation skills such as good eye contact, clear enunciation, effective speaking rate and volume, and natural gestures.
- ✓ **0601.2.15** Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision) by adhering to the following:

Behavior of Individuals within the Group

- Contribute appropriate and useful information and ideas that demonstrate a clear awareness of the context of the discussion and the goals of the group, and are purposeful in moving the team toward its goal and contributing to the topic of group discussion.
- Consult and reference texts or other resources as a source for ideas or to support ideas under the group discussion.
- Ask primarily relevant questions that move the team toward its goals and contribute to the topic of discussion.
- Gain the floor in orderly ways, taking turns when speaking and listening with civility to the ideas of others (without interrupting).
- Summarize and paraphrase essential information in others' input, and clarify points of agreement and disagreement.

Goals and Aims of the Group

- Understand the purpose for working as a team and work according to that purpose.
- Articulate the goals which have been provided for the team work and ask appropriate clarifying questions.
- Identify task(s) needed to meet goal and purpose, and either meet assigned deadlines or set deadlines for completing each task.

Group Dynamics and Roles

- Understand and meet responsibilities of various roles within the team, either assigned or determined by the group (e.g., reporter, recorder, information gatherer, leader).
- Maintain collaboration by ensuring that all appropriate ideas and contributions are respectfully acknowledged and valued by the team and follow a prescribed for doing this (e.g., List every idea in a brainstorming session before criticism is allowed).
- Come to agreement by seeking consensus or following the majority, depending on the ground rules for decision making.

State Performance Indicators

SPI 0601.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to persuade).

SPI 0601.2.2 Identify the targeted audience of a speech.

SPI 0601.2.3 Identify the thesis and main points of a speech.

SPI 0601.2.4 Select the most appropriate strategies for participating productively in a team.

SPI 0601.2.5 Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

SPI 0601.2.6 Organize a set of note cards in the most effective order for an oral presentation.

SPI 0601.2.7 Organize correctly the order of a set of extended single-tasked instructions.

Standard 3—Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Grade Level Expectations

GLE 0601.3.1 Write in a variety of modes for a variety of audiences and purposes.

GLE 0601.3.2 Employ a variety of prewriting strategies.

GLE 0601.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.

GLE 0601.3.4 Refine strategies for editing and revising written work.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0601.3.1** Write in a variety of modes and genres, including description, narration, exposition, persuasion, literary response, personal expression, and imaginative.
- ✓ **0601.3.2** Create somewhat complicated work-related texts, such as instructions, directions, letters, memos, and reports that employ the following techniques:
 - Select a medium or format appropriate to purpose for writing, and maintain focus on the purpose.
 - Use varied strategies to achieve different purposes (e.g., providing facts and details or including examples to illustrate).
 - Demonstrate awareness of audience through selection of medium or format, choice of supporting ideas, background information, and word choice and tone.
 - Respond to opposing viewpoints and/or anticipate and answer potential questions from audience.
 - Use accurate and accessible vocabulary to convey meaning.
 - Provide accurate and relevant support for the main points in the text.

- Follow customary formats (e.g., Use salutation, closing, and signature for business letters, and format for memos).
 - Include formatting or visual elements to guide readers by highlighting specific categories of information and/or to signal transitions between steps (e.g., headings, bulleted lists).
 - Use graphics and illustrative material effectively to support ideas in the text as appropriate to content and medium.
- ✓ **0601.3.3** Develop topics that are generally familiar and concrete, but may also be abstract and somewhat removed from prior knowledge and experience, and that may involve analysis.
 - ✓ **0601.3.4** Include relevant facts, details, reasons, and examples that support the thesis.
 - ✓ **0601.3.5** Develop relevant details or reasons in a manner that meets the needs of the audience and purpose.
 - ✓ **0601.3.6** Organize writing using structures appropriate for the topic, and meet the needs of the audience (e.g., If using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily).
 - ✓ **0601.3.7** Use appropriate and effective words and phrases to indicate the organizational pattern (e.g., problem-solution, with order of steps necessary indicated in the solution).
 - ✓ **0601.3.8** Use text features (e.g., headings, subheadings, formatting) as appropriate to signal simple relationships between ideas.
 - ✓ **0601.3.9** Use accurate and precise language to convey meaning.
 - ✓ **0601.3.10** Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.
 - ✓ **0601.3.11** Use correct sentence structures that are appropriate for audience and purpose.
 - ✓ **0601.3.12** Incorporate some variety of syntactic structures for effect when appropriate (e.g., modifying phrases, parenthetical expressions).
 - ✓ **0601.3.13** Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose.
 - ✓ **0601.3.14** Use language that conveys the writer's point of view.
 - ✓ **0601.3.15** Demonstrate control of Standard English through grammar, usage, and mechanics (punctuation, capitalization, spelling).
 - ✓ **0601.3.16** When other sources are used or referenced (such as in research, informational essays, or literary essays) adhere to the following:

- Acknowledge source material (e.g., list sources).
 - Understand the differences between/among quoting, paraphrasing, and summarizing.
 - Quote, paraphrase, or summarize text, ideas, or other information taken from print or other electronic sources.
 - Embed quotations and graphics from other sources, when appropriate.
- ✓ **0601.3.17** Generate notes on text, and identify main and supporting ideas.
- ✓ **0601.3.18** Based on research or note-taking, or other method of generating content, generate a plan of ideas following an appropriate organizational pattern.
- ✓ **0601.3.19** Edit more challenging writing for mechanics (punctuation, capitalization), spelling, grammar (e.g., consistent verb tense, noun and pronoun agreement).
- ✓ **0601.3.20** Drawing on reader's comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending.
- ✓ **0601.3.21** Use relatively basic software programs (e.g., Word PowerPoint) to write more challenging texts and create graphics to present ideas visually and in writing.

State Performance Indicators

SPI 0601.3.1 Identify the purpose for writing (i.e., to inform, to describe, to persuade).

SPI 0601.3.2 Identify the audience for which a text is written.

SPI 0601.3.3 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) with information from notes for a writing selection.

SPI 0601.3.4 Select the best way to combine sentences to provide syntactic variety within context.

SPI 0601.3.5 Identify sentences irrelevant to a paragraph's theme or flow.

SPI 0601.3.6 Choose the supporting sentence that best fits the context flow of ideas in a paragraph.

SPI 0601.3.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunctions, introductory words, appositives, interrupters).

SPI 0601.3.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements).

SPI 0601.3.9 Select an appropriate title that reflects the topic of a written selection.

SPI 0601.3.10 Rearrange multi-paragraphed work in a logical and coherent order.

SPI 0601.3.11 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.

SPI 0601.3.12 Select an appropriate concluding sentence for a well-developed paragraph.

SPI 0601.3.13 Supply a missing piece of information in an outline.

SPI 0601.3.14 Select an appropriate thesis statement for a writing sample.

SPI 0601.3.15 Select illustrations, descriptions, and/or facts to support key ideas.

Standard 4—Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Grade Level Expectations

GLE 0601.4.1 Define and narrow a problem or research topic.

GLE 0601.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.

GLE 0601.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.

GLE 0601.4.4 Write a research paper, using primary and secondary sources and technology and graphics, as appropriate.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0601.4.1** Narrow a topic so that the research process is manageable and the controlling idea is focused.
- ✓ **0601.4.2** Take and organize notes on what is known and what needs to be researched about the topic.
- ✓ **0601.4.3** Focus on information and/or relevant theories.
- ✓ **0601.4.4** Distinguish between primary and secondary sources, defining the characteristics of each and evaluating each for their benefits and limitations.

- ✓ **0601.4.5** Choose among sources provided and those found independently based on the usefulness, credibility, and reliability of the sources.
- ✓ **0601.4.6** Identify reasons for choosing one source over another, including those found on Web sites.
- ✓ **0601.4.7** Identify the characteristics and limitations of source material.
- ✓ **0601.4.8** Provide relevant research information to develop and support a complicated topic.
- ✓ **0601.4.9** Analyze and interpret data in multiple forms (e.g., a bar or circle graph) on a familiar topic
- ✓ **0601.4.10** Collect evidence in various ways (e.g., gathering relevant reasons, examples, and facts; defining key terms and ideas; identifying relationships such as cause-effect).
- ✓ **0601.4.11** Summarize, paraphrase, and report research information supporting or refuting the thesis, as appropriate.
- ✓ **0601.4.12** Craft an introductory paragraph in which a thesis statement(s) clearly presents the topic of the documented essay.
- ✓ **0601.4.13** Present a body of well-developed and specific facts and information pertinent to the topic, developed as a series of paragraphs which support the topic.
- ✓ **0601.4.14** Connect more complicated ideas using a variety of transition strategies.
- ✓ **0601.4.15** Create an effective organizing structure based on more complicated research information (e.g., description, problem-solution, question-answer, compare-contrast, cause-effect).
- ✓ **0601.4.16** Craft a conclusion in which closure is provided, such as by restating the topic and summarizing findings.
- ✓ **0601.4.17** Acknowledge source material (e.g. list sources).
- ✓ **0601.4.18** Understand the differences among quoting, paraphrasing, and summarizing.
- ✓ **0601.4.19** Quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.
- ✓ **0601.4.20** Embed graphics with good accuracy and some skill, when appropriate.
- ✓ **0601.4.21** Format text graphics (using technology as appropriate), including a title, a contents page, numbered pages, and a bibliography (following a standard format).

- ✓ **0601.4.22** Include graphics and illustrative material effectively to support research ideas in the text as appropriate.

State Performance Indicators

SPI 0601.4.1 Select the research topic that is sufficiently narrow.

SPI 0601.4.2 Determine the most appropriate research source for a given research topic.

SPI 0601.4.3 Rank possible research resources according to reliability.

SPI 0601.4.4 Distinguish between primary and secondary sources.

SPI 0601.4.5 Discern irrelevant research material from written text.

Standard 5—Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and conclusions appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Grade Level Expectations

GLE 0601.5.1 Distinguish among facts and opinions, evidence, and inferences.

GLE 0601.5.2 Evaluate arguments for false premises, logical fallacies, and quality of evidence.

GLE 0601.5.3 Analyze the logical features of an argument, including inductive and deductive elements.

GLE 0601.5.4 Analyze written and oral communication for persuasive devices.

Checks for Understanding (Formative / Summative Assessment)

- ✓ **0601.5.1** Identify and describe the structure of a multi-faceted argument with a stated main claim or conclusion, supporting premises, and explicit indicators (e.g., therefore, thus, since, because).
- ✓ **0601.5.2** Recognize and distinguish between inductive and deductive arguments.

- ✓ **0601.5.3** Explain how causality and probability function differently in the structures of inductive and deductive arguments, including how conclusions are not necessarily true in inductive arguments.
- ✓ **0601.5.4** Determine the relevance and quality of evidence given to support or oppose an argument.
- ✓ **0601.5.5** Determine simple criteria for recognizing factual claim and opinion, including identifying possible methods (e.g., scientific, historical) used to identify a statement as fact or opinion.
- ✓ **0601.5.6** Identify a variety of false statements, including those involving categorical claims (e.g., All mammals are human beings).
- ✓ **0601.5.7** Identify the stylistic and rhetorical devices used to persuade in written and oral communication (e.g., loaded terms, leading questions, false assumptions).
- ✓ **0601.5.8** Identify and describe a variety of relationships (e.g., similarity, difference, causality) among evidence, inference, and claims in argumentative texts.
- ✓ **0601.5.9** Compare and contrast evidence and conclusions between two or more arguments on the same topic.

State Performance Indicators

SPI 0601.5.1 Determine whether a given statement in a passage is fact or fiction.

SPI 0601.5.2 Indicate sequence of events in print and non-print texts.

SPI 0601.5.3 Predict future events of a passage.

SPI 0601.5.4 Evaluate text for fact and opinion.

SPI 0601.5.5 Draw inferences from selected texts.

SPI 0601.5.6 Identify stated or implied cause and effect relationships.

SPI 0601.5.7 Recognize common propaganda techniques (i.e., bandwagon, loaded terms, testimonials).

SPI 0601.5.8 Specify a logical word choice to complete an analogy using synonyms, antonyms, subcategories, whole/part, and functions.

Standard 6—Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive skill set different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Grade Level Expectations

GLE 0601.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.

GLE 0601.6.2 Analyze the organizational structures of informational texts.

GLE 0601.6.3 Read, interpret, and analyze graphics that support informational texts.

Checks for Understanding (Formative/Summative Assessments)

- ✓ **0601.6.1** Locate and interpret important details in more challenging passages and interpret subtle details in less complicated informational texts.
- ✓ **0601.6.2** Identify/infer the main ideas of more challenging informational texts in which the main idea may be explicitly stated or implied.
- ✓ **0601.6.3** Identify/infer the details that support the main idea of more challenging informational text.
- ✓ **0601.6.4** Recognize clear, but subtly stated relationships among ideas (e.g., cause-effect, comparative, sequential) in more challenging informational texts.
- ✓ **0601.6.5** Make inferences and draw conclusions.
- ✓ **0601.6.6** Summarize succinctly the main idea and supporting details (presented as text and/or visuals) in more challenging informational texts.
- ✓ **0601.6.7** Distinguish between a summary and a critique.
- ✓ **0601.6.8** Synthesize information across multiple informational texts and technical sources; work with more challenging texts.
- ✓ **0601.6.9** Identify the overall and localized organizational structures of more challenging informational texts (e.g., chapters, numbered steps).

- ✓ **0601.6.10** Recognize and analyze the use and function of verbal techniques, including understatement, overstatement, and irony).
- ✓ **0601.6.11** Comprehend and interpret more challenging factual, quantitative, technical, or mathematical information presented in maps, charts, graphs, time lines, tables, and diagrams.
- ✓ **0601.6.12** Evaluate the prose, organization, text features (e.g., headings), formatting (use of space), and graphics of more challenging texts.
- ✓ **0601.6.13** Follow more complicated, extended but single-tasked instructions in more challenging informational or technical texts.

State Performance Indicators

SPI 0601.6.1 Recognize that purpose determines text format.

SPI 0601.6.2 Use common text features to make meaning from text (i.e., newspapers and textbooks).

SPI 0601.6.3 Locate and verify information in an informational text to support inferences and conclusions.

SPI 0601.6.4 Identify the main idea and supporting details in an informational text.

SPI 0601.6.5 Select the best summary of an informational text.

Standard 7—Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of media?

Grade Level Expectations

GLE 0601.7.1 Analyze media for their ability to inform, persuade, and entertain.

GLE 0601.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.

GLE 0601.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.

GLE 0601.7.4 Apply and adapt the principles of written composition to create coherent media productions.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0601.7.1** Interpret how the sounds, images, and words used in television, radio, film, and the Internet are used to support the purpose of the production, and evaluate the effectiveness of the techniques.
- ✓ **0601.7.2** Identify, analyze, and discuss the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in more challenging media and explain how the elements support or conflict with each other.
- ✓ **0601.7.3** Identify visual and sound techniques and design elements (e.g., special effects, camera angles, lighting, and music in television or film or layout, pictures, and typeface in newspapers, magazines, and print advertisements) in various media, and explain how they carry or influence messages.
- ✓ **0601.7.4** Present a clearly identifiable, explicit message, using visual, audio, and graphic effects and interactive features.
- ✓ **0601.7.5** Demonstrate audience awareness through choice of medium; images, words, and sounds; and supporting ideas.
- ✓ **0601.7.6** Anticipate potential audience reaction and consider actual audience reaction (e.g., being aware of verbal and nonverbal cues given by the audience during a presentation) to improve media productions.
- ✓ **0601.7.7** Use visual images, text, graphics, music and/or sound effects that relate to and support clear, explicit messages.

State Performance Indicators

0601.7.1 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain).

0601.7.2 Select the visual image that best reinforces a viewpoint or enhances a presentation.

0601.7.3 Draw an inference from a non-print medium.

0601.7.4 Choose the statement that best summarizes/communicates the message presented by a medium.

0601.7.5 Select the medium that best reinforces a viewpoint or enhances a presentation.

Standard 8—Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

Grade Level Expectations

GLE 0601.8.1 Read and comprehend a variety of works from various forms of literature.

GLE 0601.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, literary drama).

GLE 0601.8.3 Recognize the conventions of various literary genres and understand how they articulate the artist’s vision.

GLE 0601.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.

GLE 0601.8.5 Comprehend and use figurative language (e.g., idioms, metaphors, similes).

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0601.8.1** Sequence and identify the plot’s main events, their causes, and the influence of each event on future actions in more challenging texts.
- ✓ **0601.8.2** Identify plot development techniques (e.g., foreshadowing and flashbacks) and explain their function in the text.
- ✓ **0601.8.3** Identify and describe characters’ features and relationships in more challenging literary texts.
- ✓ **0601.8.4** Analyze moral dilemmas in more challenging works of literature, as revealed by characters’ motivation and behavior.
- ✓ **0601.8.5** Identify and analyze the setting (location and time) and its impact on plot, character, and theme in more challenging literary texts.
- ✓ **0601.8.6** Analyze the narration and point of view (e.g., first person, third-person omniscient, third-person limited) in more challenging literary texts.
- ✓ **0601.8.7** Consider genre characteristics in interpreting more challenging literary texts.

- ✓ **0601.8.8** Identify sound patterns (e.g., alliteration, onomatopoeia, rhyme scheme) and figurative language (e.g., metaphor, simile), and other conventions of verse (e.g., limerick, lyric, narrative, haiku) in more challenging poetry and explain how these contribute to the poem's meaning and to the poem's effect.
- ✓ **0601.8.9** Explain the purpose and use of structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in more challenging plays that are read or viewed.
- ✓ **0601.8.10** Identify and explain the theme(s) of a more challenging literary text, distinguishing theme from topic.
- ✓ **0601.8.11** Identify and explain the development of similar themes across two or more somewhat challenging literary texts.
- ✓ **0601.8.12** Identify the historical period in which a literary text was written and explain the text in light of this understanding.
- ✓ **0601.8.13** Demonstrate understanding that an author's individual viewpoint may differ from the general values, attitudes, and beliefs of the author's society and culture.
- ✓ **0601.8.14** Determine the appropriate meaning of figurative words and phrases (e.g., idioms, metaphors, similes) in more challenging passages.

State Performance Indicators

SPI 0601.8.1 Distinguish among various literary genres (e.g., fiction, literary drama, nonfiction, poetry).

SPI 0601.8.2 Determine the main ideas of plots, their causes, how they influence future actions, and how they are resolved.

SPI 0601.8.3 Recognize the first person point of view in literature.

SPI 0601.8.4 Select an appropriate summary statement and determine whether the theme is stated or implied.

SPI 0601.8.5 Determine the author's purpose for writing a selection (i.e., to inform, to persuade, to entertain, to share emotions).

SPI 0601.8.6 Analyze the effects of sound in context (i.e., accent, alliteration, onomatopoeia, rhyme, and repetition).

SPI 0601.8.7 Identify patterns of rhyme and rhythm.

SPI 0601.8.8 Identify the setting and conflict of a passage.

SPI 0601.1.16 Identify figurative language (i.e., hyperboles, idioms, metaphors, personification, puns) within context.

Tennessee English Language Arts Standards

Grade 7

Standard 1—Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of Standard English and its conventions?

Grade Level Expectations

GLE 0701.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).

GLE 0701.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

GLE 0701.1.3 Understand and use correctly a variety of sentence structures.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0701.1.1** Use parts of speech (i.e., adjectives, adverbs, conjunctions, interjections, nouns, prepositions, pronouns, verbs) correctly.
- ✓ **0701.1.2** Recognize and correct usage errors (e.g., subject-verb agreement, pronoun case, double negatives, comparative and superlative forms, troublesome word pairs).
- ✓ **0701.1.3** Use capitalization correctly.
- ✓ **0701.1.4** Use punctuation correctly (i.e., apostrophes, commas, colons, semicolons, quotation marks, hyphens, end marks)
- ✓ **0701.1.5** Demonstrate knowledge of correct sentence structure by correcting run-on sentences (e.g., conjunctions, semicolons, periods to join or separate elements) and sentence fragments (e.g., supplying the missing elements).
- ✓ **0701.1.6** Distinguish among the various types of phrases (e.g., adjective, adverb, appositive, infinitive, prepositional, verb).
- ✓ **0701.1.7** Distinguish between clauses (adjective, adverb, noun) and phrases (adjective, adverb, appositive, prepositional, verb, verbal {including gerunds and participles}).

- ✓ **0701.1.8** Recognize and differentiate among simple, compound, and complex sentences.
- ✓ **0701.1.9** Identify the complete subject and predicate of interrogative and inverted sentences.
- ✓ **0701.1.10** Apply orthographic conventions, including spelling, contractions, and possessives.
- ✓ **0701.1.11** Use printed and electronic dictionaries, thesauruses, and glossaries to determine the pronunciation, spelling, and part of speech of words; to clarify meaning and improve understanding of words (including connotation and denotation); and to distinguish among contextually appropriate synonyms and definitions.
- ✓ **0701.1.12** Identify and define English words derived from Latin and Greek words that form common roots (e.g., audio, auto, malus) and recognize English words that are based on them (e.g., audible, autobiography, malice).
- ✓ **0701.1.13** Use roots and affixes to determine the meaning of unfamiliar words, to clarify the meaning of familiar words.
- ✓ **0701.1.14** Use textual structure (e.g., examples of cause-effect and compare-contrast relationships) to determine the meaning of unfamiliar words or distinguish multi-meaning words.
- ✓ **0701.1.15** Demonstrate understanding of common phrases and terms from other languages commonly used in English (e.g., RSVP, *déjà vu*, *faux pas*).

State Performance Indicators

SPI 0701.1.1 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.

SPI 0701.1.2 Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two, their/there/they're, lie/lay, sit/set).

SPI 0701.1.3 Identify the correct use of colons (i.e., in business letters, preceding list of items) within context.

SPI 0701.1.4 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate), pronouns (i.e., agreement, reflexive, interrogative, demonstrative), verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases), adjectives (i.e., common/proper, comparative/superlative, adjective clauses), interjections, and conjunctions (i.e., coordinating, correlative, subordinating) within context.

SPI 0701.1.5 Identify the correct use of prepositions and prepositional phrases within context.

SPI 0701.1.6 Identify the correct use of appositives and appositive phrases within context.

SPI 0701.1.7 Select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.

SPI 0701.1.8 Identify correctly and incorrectly spelled words in context.

SPI 0701.1.9 Use context clues and background knowledge of roots and affixes to determine the meaning of multi-meaning and unfamiliar words.

SPI 0701.1.10 Replace unknown words in context with appropriate synonyms or antonyms.

SPI 0701.1.11 Form singular and plural possessives using apostrophes correctly.

SPI 0701.1.12 Choose the correct use of quotation marks and commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).

Standard 2—Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in the workplace, school, and the larger community.

Guiding Question 2

What communication skills are essential to achieve success in the workplace and in leisurely pursuits?

Grade Level Expectations

Listening

GLE 0701.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

GLE 0701.2.2 Analyze the style and structure of a speech.

Speaking

GLE 0701.2.3 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.

GLE 0701.2.4 Deliver effective oral presentations.

GLE 0701.2.5 Participate in work teams and group discussions.

Checks for Understanding (Formative/Summative Assessment)

Listening

✓ **0701.2.1** Follow multi-step spoken instructions to perform single tasks, to answer questions, and to solve problems.

- ✓ **0701.2.2** Identify the thesis of a speech in which the main idea may be explicitly or implicitly stated, concepts may be more abstract, and extended metaphors may be used, and determine the essential elements that elaborate it.
- ✓ **0701.2.3** Summarize information presented orally by others in which the main ideas may be explicitly or implicitly stated, including the purposes, major ideas, and supporting details or evidence.
- ✓ **0701.2.4** Paraphrase accurately challenging ideas and information presented orally by others.
- ✓ **0701.2.5** Analyze the ways in which the style and structure of a more challenging speech support or confound its meaning and purpose, taking into account the speaker's nonverbal gestures.
- ✓ **0701.2.6** Listen actively in group discussions by asking clarifying and elaborating questions and by managing internal (e.g., emotional state, prejudices) and external (e.g., physical setting, difficulty hearing, recovering from distractions) barriers to aid comprehension.

Speaking

- ✓ **0701.2.7** Include relevant facts, reasons, details, and examples to support a relatively complicated thesis.
- ✓ **0701.2.8** Organize oral presentations maintaining a relatively simple three-part structure, previewing the content of presentation in introduction, offering ideas with supporting details, and providing a brief summary or conclusion.
- ✓ **0701.2.9** Use an organizational pattern appropriate for the topic and purpose (e.g., sequential, problem-solution, compare-contrast).
- ✓ **0701.2.10** Logically arrange ideas and group related ideas in ways that enhance the topic.
- ✓ **0701.2.11** Connect ideas using a variety of transition strategies that signal addition of information and relationships between ideas (e.g., Use listing words such as *first*, *in addition*, *but*, and *however*).
- ✓ **0701.2.12** Provide an effective conclusion that reinforces the focus of the presentation.
- ✓ **0701.2.13** Use effective rhetorical devices such as rhetorical questions to engage the audience, repetition to reinforce ideas, and analogies to convey complex ideas.
- ✓ **0701.2.14** Employ presentation skills such as good eye contact, clear enunciation, effective speaking rate and volume, and natural gestures.
- ✓ **0701.2.15** Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision) by adhering to the following:

Behavior of Individuals within the Group

- Contribute appropriate and useful information and ideas that demonstrate a clear awareness of the context of the discussion and the goals of the group, and are purposeful in moving the team toward its goal and contributing to the topic of group discussion.
- Consult and reference texts or other resources as a source for ideas or to support ideas under the group discussion.
- Ask primarily relevant questions that move the team toward its goals and contribute to the topic of discussion.
- Gain the floor in orderly ways, taking turns when speaking and listening with civility to the ideas of others (without interrupting).
- Summarize and paraphrase essential information in others' input, and clarify points of agreement and disagreement.

Goals and Aims of the Group

- Understand the purpose for working as a team and work according to that purpose.
- Articulate the goals which have been provided for the team work and ask appropriate clarifying questions.
- Identify task(s) needed to meet goal and purpose, and either meet assigned deadlines or set deadlines for completing each task.

Group Dynamics and Roles

- Understand and meet responsibilities of various roles within the team, either assigned or determined by the group (e.g., reporter, recorder, information gatherer, leader).
- Maintain collaboration by ensuring that all appropriate ideas and contributions are respectfully acknowledged and valued by the team and follow a prescribed for doing this (e.g., List every idea in a brainstorming session before criticism is allowed).
- Come to agreement by seeking consensus or following the majority, depending on the ground rules for decision making.

State Performance Indicators

SPI 0701.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade).

SPI 0701.2.2 Identify the targeted audience of a speech.

SPI 0701.2.3 Identify the thesis and main points of a speech.

SPI 0701.2.4 Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

SPI 0701.2.5 Organize a series of note cards in the most effective order for an oral presentation.

SPI 0701.2.6 Discern the organizational pattern of a speech (e.g., sequential, problem-solution, comparison-contrast).

SPI 0701.2.7 Select the most appropriate strategies for participating productively in a team.

Standard 3—Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Grade Level Expectations

GLE 0701.3.1 Write in a variety of modes for a variety of audiences and purposes.

GLE 0701.3.2 Employ a variety of prewriting strategies.

GLE 0701.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.

GLE 0701.3.4 Refine strategies for editing and revising written work.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0701.3.1** Write in a variety of modes and genres, including description, narration, exposition, persuasion, literary response, personal expression, and imaginative.
- ✓ **0701.3.2** Create somewhat complicated work-related texts, such as instructions, directions, letters, memos, and reports that employ the following techniques:
 - Select a medium or format appropriate to purpose for writing, and maintain focus on the purpose.
 - Use varied strategies to achieve different purposes (e.g., providing facts and details or including examples to illustrate).
 - Demonstrate awareness of audience through selection of medium or format, choice of supporting ideas, background information, and word choice and tone.
 - Respond to opposing viewpoints and/or anticipate and answer potential questions from audience.
 - Use accurate and accessible vocabulary to convey meaning.
 - Provide accurate and relevant support for the main points in the text.
 - Follow customary formats (e.g., Use salutation, closing, and signature for business letters, and format for memos).

- Include formatting or visual elements to guide readers by highlighting specific categories of information and/or to signal transitions between steps (e.g., headings, bulleted lists).
 - Use graphics and illustrative material effectively to support ideas in the text as appropriate to content and medium.
- ✓ **0701.3.3** Develop topics that are generally familiar and concrete, but may also be abstract and somewhat removed from prior knowledge and experience, and that may involve analysis.
 - ✓ **0701.3.4** Include relevant facts, details, reasons, and examples that support the thesis.
 - ✓ **0701.3.5** Develop relevant details or reasons in a manner that meets the needs of the audience and purpose.
 - ✓ **0701.3.6** Organize writing using structures appropriate for the topic, and meet the needs of the audience (e.g., If using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily).
 - ✓ **0701.3.7** Use appropriate and effective words and phrases to indicate the organizational pattern (e.g., problem-solution, with order of steps necessary indicated in the solution).
 - ✓ **0701.3.8** Use text features (e.g., headings, subheadings, formatting) as appropriate to signal simple relationships between ideas.
 - ✓ **0701.3.9** Use accurate and precise language to convey meaning.
 - ✓ **0701.3.10** Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.
 - ✓ **0701.3.11** Use correct sentence structures that are appropriate for audience and purpose.
 - ✓ **0701.3.12** Incorporate some variety of syntactic structures for effect when appropriate (e.g., modifying phrases, parenthetical expressions).
 - ✓ **0701.3.13** Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose.
 - ✓ **0701.3.14** Use language that conveys the writer's point of view.
 - ✓ **0701.3.15** Demonstrate control of Standard English through grammar, usage, and mechanics (punctuation, capitalization, spelling).
 - ✓ **0701.3.16** When other sources are used or referenced (such as in research, informational essays, or literary essays) adhere to the following:
 - Acknowledge source material (e.g., list sources).
 - Understand the differences between/among quoting, paraphrasing, and summarizing.

- Quote, paraphrase, or summarize text, ideas, or other information taken from print or other electronic sources.
 - Embed quotations and graphics from other sources, when appropriate.
- ✓ **0701.3.17** Generate notes on text, and identify main and supporting ideas.
 - ✓ **0701.3.18** Based on research or note-taking, or other method of generating content, generate a plan of ideas following an appropriate organizational pattern.
 - ✓ **0701.3.19** Edit more challenging writing for mechanics (punctuation, capitalization), spelling, grammar (e.g., consistent verb tense, noun and pronoun agreement).
 - ✓ **0701.3.20** Drawing on reader's comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending.
 - ✓ **0701.3.21** Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others.
 - ✓ **0701.3.22** Use relatively basic software programs (e.g., Word PowerPoint) to write more challenging texts and create graphics to present ideas visually and in writing.

State Performance Indicators

SPI 0701.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).

SPI 0701.3.2 Identify individual writing selections as technical, narrative, persuasive and/or descriptive in mode.

SPI 0701.3.3 Select the appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.

SPI 0701.3.4 Select an appropriate concluding sentence for a well-developed paragraph.

SPI 0701.3.5 Supply a missing piece of information in an outline.

SPI 0701.3.6 Rearrange a multi-paragraphed work in a logical and coherent order,

SPI 0701.3.7 Select an appropriate thesis statement for a writing sample.

SPI 0701.3.8 Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.

SPI 0701.3.9 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) with information from notes for a writing selection.

SPI 0701.3.10 Identify the audience (i.e., formal, informal) for which the text is written.

SPI 0701.3.11 Select the best way to combine sentences to provide syntactic variety within context.

SPI 0701.3.12 Identify the sentence(s) irrelevant to a paragraph's theme or flow.

SPI 0701.3.13 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

SPI 0701.3.14 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).

SPI 0701.3.15 Select the most appropriate method to correct a run-n sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.

Standard 4—Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Grade Level Expectations

GLE 0701.4.1 Define and narrow a problem or research topic.

GLE 0701.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.

GLE 0701.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.

GLE 0701.4.4 Write a research paper, using primary and secondary sources and technology and graphics, as appropriate.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0701.4.1** Narrow a topic so that the research process is manageable and the controlling idea is focused.
- ✓ **0701.4.2** Take and organize notes on what is known and what needs to be researched about the topic.

- ✓ **0701.4.3** Focus on information and/or relevant theories.
- ✓ **0701.4.4** Distinguish between primary and secondary sources, defining the characteristics of each and evaluating each for their benefits and limitations.
- ✓ **0701.4.5** Choose among sources provided and those found independently based on the usefulness, credibility, and reliability of the sources.
- ✓ **0701.4.6** Identify reasons for choosing one source over another, including those found on Web sites.
- ✓ **0701.4.7** Identify the characteristics and limitations of source material.
- ✓ **0701.4.8** Provide relevant research information to develop and support a complicated topic.
- ✓ **0701.4.9** Analyze and interpret data in multiple forms (e.g., a bar or circle graph) on a familiar topic
- ✓ **0701.4.10** Collect evidence in various ways (e.g., gathering relevant reasons, examples, and facts; defining key terms and ideas; identifying relationships such as cause-effect).
- ✓ **0701.4.11** Summarize, paraphrase, and report research information supporting or refuting the thesis, as appropriate.
- ✓ **0701.4.12** Craft an introductory paragraph in which a thesis statement(s) clearly presents the topic of the documented essay.
- ✓ **0701.4.13** Present a body of well-developed and specific facts and information pertinent to the topic, developed as a series of paragraphs which support the topic.
- ✓ **0701.4.14** Connect more complicated ideas using a variety of transition strategies.
- ✓ **0701.4.15** Create an effective organizing structure based on more complicated research information (e.g., description, problem-solution, question-answer, compare-contrast, cause-effect).
- ✓ **0701.4.16** Craft a conclusion in which closure is provided, such as by restating the topic and summarizing findings.
- ✓ **0701.4.17** Acknowledge source material (e.g. list sources).
- ✓ **0701.4.18** Understand the differences among quoting, paraphrasing, and summarizing.
- ✓ **0701.4.19** Quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.

- ✓ **0701.4.20** Embed graphics with good accuracy and some skill, when appropriate.
- ✓ **0701.4.21** Format text graphics (using technology as appropriate), including a title, a contents page, numbered pages, and a bibliography (following a standard format).
- ✓ **0701.4.22** Include graphics and illustrative material effectively to support research ideas in the text as appropriate.

State Performance Indicators

SPI 0701.4.1 Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).

SPI 0701.4.2 Select the research topic that is sufficiently narrow.

SPI 0701.4.3 Determine the most appropriate research source for a given research topic.

SPI 0701.4.4 Distinguish between primary and secondary sources.

SPI 0701.4.5 Discern irrelevant research material from written text.

Standard 5—Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and conclusions appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Grade Level Expectations

GLE 0701.5.1 Distinguish among facts and opinions, evidence, and inferences.

GLE 0701.5.2 Evaluate arguments for false premises, logical fallacies, and quality of evidence.

GLE 0701.5.3 Analyze the logical features of an argument, including inductive and deductive elements.

GLE 0701.5.4 Analyze written and oral communication for persuasive devices.

Checks for Understanding (Formative / Summative Assessment)

- ✓ **0701.5.1** Identify and describe the structure of a multi-faceted argument with a stated main claim or conclusion, supporting premises, and explicit indicators (e.g., therefore, thus, since, because).
- ✓ **0701.5.2** Recognize and distinguish between inductive and deductive arguments.
- ✓ **0701.5.3** Explain how causality and probability function differently in the structures of inductive and deductive arguments, including how conclusions are not necessarily true in inductive arguments.
- ✓ **0701.5.4** Determine the relevance and quality of evidence given to support or oppose an argument.
- ✓ **0701.5.5** Determine simple criteria for recognizing factual claim and opinion, including identifying possible methods (e.g., scientific, historical) used to identify a statement as fact or opinion.
- ✓ **0701.5.6** Identify a variety of false statements, including those involving categorical claims (e.g., All mammals are human beings).
- ✓ **0701.5.7** Explore common logical fallacies (i.e., appeal to pity, appeal to common opinion, personal attack) in a variety of argumentative texts.
- ✓ **0701.5.8** Identify the stylistic and rhetorical devices used to persuade in written and oral communication (e.g., loaded terms, leading questions, false assumptions).
- ✓ **0701.5.9** Identify and describe a variety of relationships (e.g., similarity, difference, causality) among evidence, inference, and claims in argumentative texts.
- ✓ **0701.5.10** Compare and contrast evidence and conclusions between two or more arguments on the same topic.

State Performance Indicators

SPI 0701.5.1 Make predictions about the outcome of a given passage.

SPI 0701.5.2 Distinguish between fact and opinion within context.

SPI 0701.5.3 Draw inferences from selected passages.

SPI 0701.5.4 Analyze the cause-effect relationship in a given passage.

SPI 0701.5.5 Identify examples of propaganda techniques (i.e., bandwagon, loaded terms, testimonials).

SPI 0701.5.6 Select the correct word or phrase to complete an analogy, using synonyms, antonyms, categories, subcategories, whole/part, functions, verb forms, rhymes).

Standard 6—Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive skill set different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Grade Level Expectations

GLE 0701.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.

GLE 0701.6.2 Analyze the organizational structures of informational texts.

GLE 0701.6.3 Read, interpret, and analyze graphics that support informational texts.

Checks for Understanding (Formative/Summative Assessments)

- ✓ **0701.6.1** Locate and interpret important details in more challenging passages and interpret subtle details in less complicated informational texts.
- ✓ **0701.6.2** Identify/infer the main ideas of more challenging informational texts in which the main idea may be explicitly stated or implied.
- ✓ **0701.6.3** Identify/infer the details that support the main idea of more challenging informational text.
- ✓ **0701.6.4** Recognize clear, but subtly stated relationships among ideas (e.g., cause-effect, comparative, sequential) in more challenging informational texts.
- ✓ **0701.6.5** Make inferences and draw conclusions.
- ✓ **0701.6.6** Summarize succinctly the main idea and supporting details (presented as text and/or visuals) in more challenging informational texts.
- ✓ **0701.6.7** Distinguish between a summary and a critique.
- ✓ **0701.6.8** Synthesize information across multiple informational texts and technical sources; work with more challenging texts.

- ✓ **0701.6.9** Identify the overall and localized organizational structures of more challenging informational texts (e.g., chapters, numbered steps).
- ✓ **0701.6.10** Recognize and analyze the use and function of verbal techniques, including understatement, overstatement, and irony).
- ✓ **0701.6.11** Comprehend and interpret more challenging factual, quantitative, technical, or mathematical information presented in maps, charts, graphs, time lines, tables, and diagrams.
- ✓ **0701.6.12** Evaluate the prose, organization, text features (e.g., headings), formatting (use of space), and graphics of more challenging texts.
- ✓ **0701.6.13** Follow more complicated, extended but single-tasked instructions in more challenging informational or technical texts.

State Performance Indicators

SPI 0701.6.1 Derive information from text features (i.e., timelines, graphs, headings, subheadings) within context.

SPI 0701.6.2 Locate information using key words and headings.

SPI 0701.6.3 Identify the main idea and supporting details in an informational text.

SPI 0701.6.4 Choose the correct order of a set of single-tasked instructions featured in an informational text.

SPI 0701.6.5 Formulate clarifying questions before, during, or after reading.

SPI 0701.6.6 Draw inferences and make conclusions based on evidence from an informational text.

SPI 0701.6.7 Differentiate between a summary and a critique.

SPI 0701.6.8 Identify the organizational structure of an informational text.

Standard 7—Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of media?

Grade Level Expectations

GLE 0701.7.1 Analyze media for their ability to inform, persuade, and entertain.

GLE 0701.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.

GLE 0701.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.

GLE 0701.7.4 Apply and adapt the principles of written composition to create coherent media productions.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0701.7.1** Interpret how the sounds, images, and words used in television, radio, film, and the Internet are used to support the purpose of the production, and evaluate the effectiveness of the techniques.
- ✓ **0701.7.2** Identify, analyze, and discuss the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in more challenging media and explain how the elements support or conflict with each other.
- ✓ **0701.7.3** Identify visual and sound techniques and design elements (e.g., special effects, camera angles, lighting, and music in television or film or layout, pictures, and typeface in newspapers, magazines, and print advertisements) in various media, and explain how they carry or influence messages.
- ✓ **0701.7.4** Present a clearly identifiable, explicit message, using visual, audio, and graphic effects and interactive features.
- ✓ **0701.7.5** Demonstrate audience awareness through choice of medium; images, words, and sounds; and supporting ideas.
- ✓ **0701.7.6** Anticipate potential audience reaction and consider actual audience reaction (e.g., being aware of verbal and nonverbal cues given by the audience during a presentation) to improve media productions.
- ✓ **0701.7.7** Use visual images, text, graphics, music and/or sound effects that relate to and support clear, explicit messages.

State Performance Indicators

0701.7.1 Choose the most appropriate medium for a prescribed purpose and audience.

0701.7.2 Select the visual image that best reinforces a viewpoint or enhances a presentation.

0701.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain).

0701.7.4 Draw an inference from a non-print medium.

0701.7.5 Choose the statement that best summarizes/communicates the message presented by a medium.

Standard 8—Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

Grade Level Expectations

GLE 0701.8.1 Read and comprehend a variety of works from various forms of literature.

GLE 0701.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, literary drama).

GLE 0701.8.3 Recognize the conventions of various literary genres and understand how they articulate the artist’s vision.

GLE 0701.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.

GLE 0701.8.5 Comprehend and use figurative language (e.g., idioms, metaphors, similes).

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0701.8.1** Sequence and identify the plot’s main events, their causes, and the influence of each event on future actions in more challenging texts.
- ✓ **0701.8.2** Identify plot development techniques (e.g., foreshadowing and flashbacks) and explain their function in the text.
- ✓ **0701.8.3** Identify and describe characters’ features and relationships in more challenging literary texts.
- ✓ **0701.8.4** Analyze moral dilemmas in more challenging works of literature, as revealed by characters’ motivation and behavior.

- ✓ **0701.8.5** Identify and analyze the setting (location and time) and its impact on plot, character, and theme in more challenging literary texts.
- ✓ **0701.8.6** Analyze the narration and point of view (e.g., first person, third-person omniscient, third-person limited) in more challenging literary texts.
- ✓ **0701.8.7** Consider genre characteristics in interpreting more challenging literary texts.
- ✓ **0701.8.8** Identify sound patterns (e.g., alliteration, onomatopoeia, rhyme scheme) and figurative language (e.g., metaphor, simile), and other conventions of verse (e.g., limerick, lyric, narrative, haiku) in more challenging poetry and explain how these contribute to the poem's meaning and to the poem's effect.
- ✓ **0701.8.9** Explain the purpose and use of structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in more challenging plays that are read or viewed.
- ✓ **0701.8.10** Identify and explain the theme(s) of a more challenging literary text, distinguishing theme from topic.
- ✓ **0701.8.11** Identify and explain the development of similar themes across two or more somewhat challenging literary texts.
- ✓ **0701.8.12** Identify the historical period in which a literary text was written and explain the text in light of this understanding.
- ✓ **0701.8.13** Demonstrate understanding that an author's individual viewpoint may differ from the general values, attitudes, and beliefs of the author's society and culture.
- ✓ **0701.1.14** Determine the appropriate meaning of figurative words and phrases (e.g., idiom, metaphor, simile, personification, pun) in more challenging passages.
- ✓ **0701.1.15** Explore the concept of allusions.

State Performance Indicators

SPI 0701.8.1 Recognize first person point of view.

SPI 0701.8.2 Identify plot elements in the proper place for a graphic organizer.

SPI 0701.8.3 Distinguish between poetry and prose and biography and autobiography.

SPI 0701.8.4 Determine the common characteristics of literary drama, nonfiction, novels, poetry, and short stories.

SPI 0701.8.5 Recognize implied themes.

SPI 0701.8.6 Identify at least two ways by which an author reveals character traits in a given passage.

SPI 0701.8.7 Identify flashback, foreshadowing, and symbolism within context.

SPI 0701.8.8 Identify examples of sound devices (i.e., accent, alliteration, onomatopoeia, repetition, rhyme) in context.

SPI 0701.8.9 Recognize and identify words within context that reveal particular time periods and cultures.

SPI 0701.8.10 Select the most appropriate title for a passage.

SPI 0701.8.11 Identify the author's purpose for writing and the reader's purpose for reading.

SPI 0701.8.12 Identify figurative language (i.e., hyperbole, idiom, simile, metaphor, personification, pun) within context.

Tennessee English Language Arts Standards

Grade 8

Standard 1—Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of Standard English and its conventions?

Grade Level Expectations

GLE 0601.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).

GLE 0601.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

GLE 0601.1.3 Understand and use correctly a variety of sentence structures.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0801.1.1** Use parts of speech (i.e., adjectives, adverbs, conjunctions, interjections, nouns, prepositions, pronouns, verbs) correctly.
- ✓ **0801.1.2** Recognize and correct usage errors (e.g., subject-verb agreement, pronoun case, double negatives, comparative and superlative forms, troublesome word pairs).
- ✓ **0801.1.3** Use capitalization correctly.
- ✓ **0801.1.4** Use punctuation (apostrophes, commas, colons, semicolons, quotation marks, hyphens, end marks) correctly.
- ✓ **0801.1.5** Distinguish between clauses (adjective, adverb, noun) and phrases (adjective, adverb, appositive, prepositional, verb, verbal {including gerunds and participles}).
- ✓ **0801.1.6** Demonstrate knowledge of correct sentence structure by correcting run-on sentences (e.g., using correct punctuation, forming separate sentences, using coordinating or subordinating clauses) and sentence fragments (e.g., supplying the missing sentence elements).
- ✓ **0801.1.7** Apply orthographic conventions, including spelling, contractions, and possessives.

- ✓ **0801.1.8** Recognize and differentiate among simple, compound, and complex sentences.
- ✓ **0801.1.9** Use printed and electronic dictionaries, thesauruses, and glossaries to determine the pronunciation, spelling, and part of speech of words; to clarify meaning and improve understanding of words (including connotation and denotation); and to distinguish among contextually appropriate synonyms and definitions.
- ✓ **0801.1.10** Identify and define English words derived from Latin and Greek words that form common roots (e.g., audio, auto, malus) and recognize English words that are based on them (e.g., audible, autobiography, malice).
- ✓ **0801.1.11** Use roots and affixes to determine the meaning of unfamiliar words, to clarify the meaning of familiar words, and to make connections with word families (e.g., suffixes such as –phobia and –ology).
- ✓ **0801.1.12** Use textual structure (e.g., examples of cause-effect and compare-contrast relationships) to determine the meaning of unfamiliar words or distinguish multi-meaning words in more challenging texts about concrete and abstract topics (e.g., After the harvest, we had an *abundance* of apples, and so we made apple pie, apple sauce, and apple juice).
- ✓ **0801.1.13** Demonstrate understanding of common phrases and terms from other languages commonly used in English (e.g., RSVP, *déjà vu*, *faux pas*).

State Performance Indicators

SPI 0801.1.1 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.

SPI 0801.1.2 Identify the correct placement of prepositions and prepositional phrases within context.

SPI 0801.1.3 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements).

SPI 0801.1.4 Identify the correct use of nouns, (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicates nouns), pronouns (i.e., reflexive, interrogative, demonstrative), verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases), adjectives (i.e., common/proper, comparative/superlative, adjective clauses), adverbs (i.e., comparative/superlative), interjections, and conjunctions (i.e., coordinating, correlative, subordinating) within context.

SPI 0801.1.5 Identify the correct use of appositives/appositive phrases and infinitive/ infinitive phrases within context.

SPI 0801.1.6 Select the correct pronoun-antecedent agreement for personal pronouns within context.

SPI 0801.1.7 Use context clues and/or knowledge of roots and affixes to determine the meaning of unfamiliar words.

SPI 0801.1.8 Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym.

SPI 0801.1.9 Recognize the effect of stressed or unstressed syllable to aid in identifying the meaning of multiple meaning words.

SPI 0801.1.10 Identify correctly or incorrectly spelled words in context.

SPI 0801.1.11 Form singular and plural possessive using apostrophes correctly.

SPI 0801.1.12 Recognize usage errors occurring within context (i.e., subject-verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome word pairs: where/were, which/that, who/whom) within context.

SPI 0801.1.13 Select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures.

Standard 2—Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in the workplace, school, and the larger community.

Guiding Question 2

What communication skills are essential to achieve success in the workplace and in leisurely pursuits?

Grade Level Expectations

Listening

GLE 0801.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

GLE 0801.2.2 Analyze the style and structure of a speech.

Speaking

GLE 0801.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.

GLE 0801.2.6 Deliver effective oral presentations.

GLE 0801.2.7 Participate in work teams and group discussions.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0801.2.1** Follow multi-step spoken instructions to perform single tasks, to answer questions, and to solve problems.
- ✓ **0801.2.2** Identify the thesis of a speech in which the main idea may be explicitly or implicitly stated, concepts may be more abstract, and extended metaphors may be used, and determine the essential elements that elaborate it.
- ✓ **0801.2.3** Summarize information presented orally by others in which the main ideas may be explicitly or implicitly stated, including the purposes, major ideas, and supporting details or evidence.
- ✓ **0801.2.4** Paraphrase accurately challenging ideas and information presented orally by others.
- ✓ **0801.2.5** Analyze the ways in which the style and structure of a more challenging speech support or confound its meaning and purpose.
- ✓ **0801.2.6** Listen actively in group discussions by asking clarifying and elaborating questions and by managing internal (e.g., emotional state, prejudices) and external (e.g., physical setting, difficulty hearing, recovering from distractions) barriers to aid comprehension.

Speaking

- ✓ **0801.2.7** Include relevant facts, reasons, details, and examples to support a relatively complicated thesis.
- ✓ **0801.2.8** Organize oral presentations maintaining a relatively simple three-part structure, previewing the content of presentation in introduction, offering ideas with supporting details, and providing a brief summary or conclusion.
- ✓ **0801.2.9** Use an organizational pattern appropriate for the topic and purpose (e.g., sequential, problem-solution, compare-contrast).
- ✓ **0801.2.10** Logically arrange ideas and group related ideas in ways that enhance the topic.
- ✓ **0801.2.11** Connect ideas using a variety of transition strategies that signal addition of information and relationships between ideas (e.g., Use listing words such as *first*, *in addition*, *but*, and *however*).
- ✓ **0801.2.12** Provide an effective conclusion that reinforces the focus of the presentation.
- ✓ **0801.2.13** Use effective rhetorical devices such as rhetorical questions to engage the audience, repetition to reinforce ideas, and analogies to convey complex ideas.

- ✓ **0801.2.14** Employ presentation skills such as good eye contact, clear enunciation, effective speaking rate and volume, and natural gestures.
- ✓ **0801.2.15** Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision) by adhering to the following:

Behavior of Individuals within the Group

- Contribute appropriate and useful information and ideas that demonstrate a clear awareness of the context of the discussion and the goals of the group, and are purposeful in moving the team toward its goal and contributing to the topic of group discussion.
- Consult and reference texts or other resources as a source for ideas or to support ideas under the group discussion.
- Ask primarily relevant questions that move the team toward its goals and contribute to the topic of discussion.
- Gain the floor in orderly ways, taking turns when speaking and listening with civility to the ideas of others (without interrupting).
- Summarize and paraphrase essential information in others' input, and clarify points of agreement and disagreement.

Goals and Aims of the Group

- Understand the purpose for working as a team and work according to that purpose.
- Articulate the goals which have been provided for the team work and ask appropriate clarifying questions.
- Identify task(s) needed to meet goal and purpose, and either meet assigned deadlines or set deadlines for completing each task.

Group Dynamics and Roles

- Understand and meet responsibilities of various roles within the team, either assigned or determined by the group (e.g., reporter, recorder, information gatherer, leader).
- Maintain collaboration by ensuring that all appropriate ideas and contributions are respectfully acknowledged and valued by the team and follow a prescribed for doing this (e.g., List every idea in a brainstorming session before criticism is allowed).
- Come to agreement by seeking consensus or following the majority, depending on the ground rules for decision making.

State Performance Indicators

SPI 0801.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade).

SPI 0801.2.2 Identify the targeted audience of a speech.

SPI 0801.2.3 Identify the thesis and main points of a speech.

SPI 0801.2.4 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

SPI 0801.2.5 Organize a series of note cards in the most effective order for an oral presentation.

SPI 0801.2.6 Discern the organizational pattern of a speech (e.g., sequential, problem-solution, comparison-contrast).

SPI 0801.2.7 Select the most appropriate strategies for participating productively in a team.

SPI 0601.2.8 Select the rhetorical device used in a speech (i.e., rhetorical questions, repetition, analogies).

Standard 3—Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Grade Level Expectations

GLE 0801.3.1 Write in a variety of modes for a variety of audiences and purposes.

GLE 0801.3.2 Employ a variety of prewriting strategies.

GLE 0801.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.

GLE 0801.3.4 Refine strategies for editing and revising written work.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0801.3.1** Write in a variety of modes and genres, including description, narration, exposition, persuasion, literary response, personal expression, and imaginative.
- ✓ **0801.3.2** Practice writing to expository prompts within a specified time.
- ✓ **0801.3.3** Create somewhat complicated work-related texts, such as instructions, directions, letters, memos, and reports that employ the following techniques:
 - Select a medium or format appropriate to purpose for writing, and maintain focus on the purpose.

- Use varied strategies to achieve different purposes (e.g., providing facts and details or including examples to illustrate).
 - Demonstrate awareness of audience through selection of medium or format, choice of supporting ideas, background information, and word choice and tone.
 - Respond to opposing viewpoints and/or anticipate and answer potential questions from audience.
 - Use accurate and accessible vocabulary to convey meaning.
 - Provide accurate and relevant support for the main points in the text.
 - Follow customary formats (e.g., Use salutation, closing, and signature for business letters, and format for memos).
 - Include formatting or visual elements to guide readers by highlighting specific categories of information and/or to signal transitions between steps (e.g., headings, bulleted lists).
 - Use graphics and illustrative material effectively to support ideas in the text as appropriate to content and medium.
- ✓ **0801.3.4** Develop topics that are generally familiar and concrete, but may also be abstract and somewhat removed from prior knowledge and experience, and that may involve analysis.
 - ✓ **0801.3.5** Create a thesis statement and include relevant facts, details, reasons, and examples that support the thesis.
 - ✓ **0801.3.6** Develop relevant details or reasons in a manner that meets the needs of the audience and purpose.
 - ✓ **0801.3.7** Organize writing using structures appropriate for the topic, and meet the needs of the audience (e.g., If using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily).
 - ✓ **0801.3.8** Use appropriate and effective words and phrases to indicate the organizational pattern (e.g., problem-solution, with order of steps necessary indicated in the solution).
 - ✓ **0801.3.9** Use text features (e.g., headings, subheadings, formatting) as appropriate to signal simple relationships between ideas.
 - ✓ **0801.3.10** Use appropriate vocabulary, sentence, and usage to distinguish between formal and informal language.
 - ✓ **0801.3.11** Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.
 - ✓ **0801.3.12** Use correct sentence structures that are appropriate for audience and purpose.
 - ✓ **0801.3.13** Incorporate some variety of syntactic structures for effect when appropriate (e.g., modifying phrases, parenthetical expressions).

- ✓ **0801.3.14** Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose.
- ✓ **0801.3.15** Use language that conveys the writer’s point of view.
- ✓ **0801.3.16** Demonstrate control of Standard English through grammar, usage, and mechanics (punctuation, capitalization, spelling).
- ✓ **0801.3.17** When other sources are used or referenced (such as in research, informational essays, or literary essays) adhere to the following:
 - Acknowledge source material (e.g., list sources).
 - Understand the differences between/among quoting, paraphrasing, and summarizing.
 - Quote, paraphrase, or summarize text, ideas, or other information taken from print or other electronic sources.
 - Embed quotations and graphics from other sources, when appropriate.
- ✓ **0801.3.18** Generate notes on text, and identify main and supporting ideas.
- ✓ **0801.3.19** Based on research or note-taking, or other method of generating content, generate a plan of ideas following an appropriate organizational pattern.
- ✓ **0801.3.20** Edit more challenging writing for mechanics (punctuation, capitalization), spelling, grammar (e.g., consistent verb tense, noun and pronoun agreement).
- ✓ **0801.3.21** Drawing on reader’s comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending.
- ✓ **0801.3.22** Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one’s own writing and the writing of others.
- ✓ **0801.3.23** Use relatively basic software programs (e.g., Word PowerPoint) to write more challenging texts and create graphics to present ideas visually and in writing.

State Performance Indicators

SPI 0801.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade).

SPI 0801.3.2 Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.

SPI 0801.3.3 Identify the targeted audience for a selected passage.

SPI 0801.3.4 Select the most appropriate title for a passage.

SPI 0801.3.5 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.

SPI 0801.3.6 Rearrange multi-paragraphed work in a logical and coherent order.

SPI 0801.3.7 Select an appropriate thesis statement for a writing sample.

SPI 0801.3.8 Identify sentences irrelevant to a paragraph's theme or flow.

SPI 0801.3.9 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

SPI 0801.3.10 Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.

SPI 0801.3.11 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).

SPI 0801.3.12 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) with information from notes for a writing selection.

*****Writing is also assessed through the writing component of the Tennessee Comprehensive Assessment Program (TCAP). The TCAP Writing Assessment requires students to write a rough draft essay in response to an assigned writing prompt within a limited time period. Fifth-grade students are asked to write a narrative essay, eight-grade students an expository essay, and eleventh-grade students a persuasive essay. The writing samples are scored holistically.**

Standard 4: Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Grade Level Expectations

GLE 0801.4.1 Define and narrow a problem or research topic.

GLE 0801.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.

GLE 0801.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.

GLE 0801.4.4 Write a research paper, using primary and secondary sources, a standard format, and technology and graphics, as appropriate.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0801.4.1** Narrow a topic so that the research process is manageable and the controlling idea is focused.
- ✓ **0801.4.2** Take and organize notes on what is known and what needs to be researched about the topic.
- ✓ **0801.4.3** Focus on information and/or relevant theories.
- ✓ **0801.4.4** Distinguish between primary and secondary sources, defining the characteristics of each and evaluating each for their benefits and limitations.
- ✓ **0801.4.5** Choose among sources provided and those found independently based on the usefulness, credibility, and reliability of the sources.
- ✓ **0801.4.6** Identify reasons for choosing one source over another, including those found on Web sites.
- ✓ **0801.4.7** Identify the characteristics and limitations of source material.
- ✓ **0801.4.8** Provide relevant research information to develop and support a complicated topic.
- ✓ **0801.4.9** Analyze and interpret data in multiple forms (e.g., a bar or circle graph) on a familiar topic
- ✓ **0801.4.10** Collect evidence in various ways (e.g., gathering relevant reasons, examples, and facts; defining key terms and ideas; identifying relationships such as cause-effect).
- ✓ **0801.4.11** Summarize, paraphrase, and report research information supporting or refuting the thesis, as appropriate.
- ✓ **0801.4.12** Craft an introductory paragraph in which a thesis statement(s) clearly presents the topic of the documented essay.
- ✓ **0801.4.13** Present a body of well-developed and specific facts and information pertinent to the topic, developed as a series of paragraphs which support the topic.
- ✓ **0801.4.14** Connect more complicated ideas using a variety of transition strategies.
- ✓ **0801.4.15** Create an effective organizing structure based on more complicated research information (e.g., description, problem-solution, question-answer, compare-contrast, cause-effect).

- ✓ **0801.4.16** Craft a conclusion in which closure is provided, such as by restating the topic and summarizing findings.
- ✓ **0801.4.17** Acknowledge source material (e.g. list sources).
- ✓ **0801.4.18** Understand the differences among quoting, paraphrasing, and summarizing.
- ✓ **0801.4.19** Quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.
- ✓ **0801.4.20** Embed graphics with good accuracy and some skill, when appropriate.
- ✓ **0801.4.21** Format text graphics (using technology as appropriate), including a title, a contents page, numbered pages, and a bibliography (following a standard format).
- ✓ **0801.4.22** Include graphics and illustrative material effectively to support research ideas in the text as appropriate.

State Performance Indicators

SPI 0801.4.1 Select the research topic that is sufficiently narrow.

SPI 0801.4.2 Determine the most appropriate research source for a given research topic.

SPI 0801.4.3 Distinguish between primary and secondary sources.

SPI 0801.4.4 Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).

SPI 0801.4.5 Discern irrelevant research material from written text.

Standard 5—Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and conclusions appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Grade Level Expectations

GLE 0801.5.1 Distinguish among facts and opinions, evidence, and inferences.

GLE 0801.5.2 Evaluate arguments for false premises, logical fallacies, and quality of evidence.

GLE 0801.5.3 Analyze the logical features of an argument, including inductive and deductive elements.

GLE 0801.5.4 Analyze written and oral communication for persuasive devices.

Checks for Understanding (Formative / Summative Assessment)

- ✓ **0801.5.1** Identify and describe the structure of a multi-faceted argument with a stated main claim or conclusion, supporting premises, and explicit indicators (e.g., therefore, thus, since, because).
- ✓ **0801.5.2** Recognize and distinguish between inductive and deductive arguments.
- ✓ **0801.5.3** Explain how causality and probability function differently in the structures of inductive and deductive arguments, including how conclusions are not necessarily true in inductive arguments.
- ✓ **0801.5.4** Determine the relevance and quality of evidence given to support or oppose an argument.
- ✓ **0801.5.5** Determine simple criteria for recognizing factual claim and opinion, including identifying possible methods (e.g., scientific, historical) used to identify a statement as fact or opinion.
- ✓ **0801.5.6** Identify a variety of false statements, including those involving categorical claims (e.g., All mammals are human beings).
- ✓ **0801.5.7** Explore common logical fallacies (i.e., appeal to pity, appeal to common opinion, personal attack) in a variety of argumentative texts.
- ✓ **0801.5.8** Identify the stylistic and rhetorical devices used to persuade in written and oral communication (e.g., bandwagon, loaded words, testimonials).
- ✓ **0801.5.9** Identify and describe a variety of relationships (e.g., similarity, difference, causality) among evidence, inference, and claims in argumentative texts.
- ✓ **0801.5.10** Compare and contrast evidence and conclusions between two or more arguments on the same topic.

State Performance Indicators

SPI 0801.5.1 Determine cause-effect relationships in context.

SPI 0801.5.2 Draw logical inferences from written text.

SPI 0801.5.3 Recognize a reasonable prediction of future events in a passage.

SPI 0801.5.3 Identify instances of bias and stereotyping in print and non-print texts.

SPI 0801.5.4 Choose a logical word to complete an analogy, using scrambled words and homophones in addition to previously learned analogies.

SPI 0801.5.5 Recognize and identify the techniques of propaganda (i.e., bandwagon, loaded words, testimonials).

SPI 0801.5.6 Identify an example of deductive or inductive reasoning from written text.

SPI 0801.5.7 Differentiate between fact and opinion.

SPI 0801.5.8 Identify a false premise in a written argument.

Standard 6—Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive skill set different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Grade Level Expectations

GLE 0801.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.

GLE 0801.6.2 Analyze the organizational structures of informational texts.

GLE 0801.6.3 Read, interpret, and analyze graphics that support informational texts.

Checks for Understanding (Formative/Summative Assessments)

- ✓ **0801.6.1** Locate and interpret important details in more challenging passages and interpret subtle details in less complicated informational texts.
- ✓ **0801.6.2** Identify/infer the main ideas of more challenging informational texts in which the main idea may be explicitly stated or implied.
- ✓ **0801.6.3** Identify/infer the details that support the main idea of more challenging informational text.
- ✓ **0801.6.4** Recognize clear, but subtly stated relationships among ideas (e.g., cause-effect, comparative, sequential) in more challenging informational texts.

- ✓ **0801.6.5** Make inferences and draw conclusions.
- ✓ **0801.6.6** Summarize succinctly the main idea and supporting details (presented as text and/or visuals) in more challenging informational texts.
- ✓ **0801.6.7** Distinguish between a summary and a critique.
- ✓ **0801.6.8** Synthesize information across multiple informational texts and technical sources; work with more challenging texts.
- ✓ **0801.6.9** Identify the overall and localized organizational structures of more challenging informational texts (e.g., chapters, numbered steps).
- ✓ **0801.6.10** Recognize and analyze the use and function of verbal techniques, including understatement, overstatement, and irony).
- ✓ **0801.6.11** Comprehend and interpret more challenging factual, quantitative, technical, or mathematical information presented in maps, charts, graphs, time lines, tables, and diagrams.
- ✓ **0801.6.12** Evaluate the prose, organization, text features (e.g., headings), formatting (use of space), and graphics of more challenging texts.
- ✓ **0801.6.13** Follow more complicated, extended but single-tasked instructions in more challenging informational texts.

State Performance Indicators

SPI 0801.6.1. Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, tables of contents, appendices).

SPI 0801.6.2 Select information using key words and headings.

SPI 0801.6.3 Use text features (e.g., sidebars, footnotes, endnotes) to determine meaning.

SPI 0801.6.4 Identify the main idea and supporting details of an informational text.

SPI 0801.6.5 Choose the correct order of a set of single-tasked instructions featured in an informational text.

SPI 0801.6.6 Make inferences and draw conclusions based on evidence from an informational text.

SPI 0801.6.7 Differentiate between a summary and a critique.

SPI 0801.6.8 Identify the organizational structure of an informational text.

Standard 7—Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of media?

Grade Level Expectations

GLE 0801.7.1 Analyze media for their ability to inform, persuade, and entertain.

GLE 0801.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.

GLE 0801.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.

GLE 0801.7.4 Apply and adapt the principles of written composition to create coherent media productions.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0801.7.1** Interpret how the sounds, images, and words used in television, radio, film, and the Internet are used to support the purpose of the production, and evaluate the effectiveness of the techniques.
- ✓ **0801.7.2** Identify, analyze, and discuss the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in more challenging media and explain how the elements support or conflict with each other.
- ✓ **0801.7.3** Identify visual and sound techniques and design elements (e.g., special effects, camera angles, lighting, and music in television or film or layout, pictures, and typeface in newspapers, magazines, and print advertisements) in various media, and explain how they carry or influence messages.
- ✓ **0801.7.4** Present a clearly identifiable, explicit message, using visual, audio, and graphic effects and interactive features.
- ✓ **0801.7.5** Demonstrate audience awareness through choice of medium; images, words, and sounds; and supporting ideas.
- ✓ **0801.7.6** Anticipate potential audience reaction and consider actual audience reaction (e.g., being aware of verbal and nonverbal cues given by the audience during a presentation) to improve media productions.

- ✓ **0801.7.7** Use visual images, text, graphics, music and/or sound effects that relate to and support clear, explicit messages.

State Performance Indicators

0801.7.1 Choose the most appropriate medium for a prescribed purpose and audience.

0801.7.2 Select a visual image that best reinforces a viewpoint or enhances a presentation.

0801.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain).

0801.7.4 Draw an inference from a non-print medium.

0801.7.5 Select the type of conflict (i.e., person vs. person, person vs. self, person vs. environment) represented in a non-print medium.

0801.7.6 Choose the statement that best summarizes/communicates the message presented by a medium.

Standard 8—Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

Grade Level Expectations

GLE 0801.8.1 Read and comprehend a variety of works from various forms of literature.

GLE 0801.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, literary drama).

GLE 0801.8.3 Recognize the conventions of various literary genres and understand how they articulate the artist's vision.

GLE 0801.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.

GLE 0801.8.5 Comprehend and use figurative language (e.g., idioms, metaphors, similes, classical and literary allusions).

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0801.8.1** Sequence and identify the plot's main events, their causes, and the influence of each event on future actions in more challenging texts.
- ✓ **0801.8.2** Identify plot development techniques (e.g., foreshadowing, flashbacks) and explain their function in the text.
- ✓ **0801.8.3** Identify and describe characters' features and relationships in more challenging literary texts.
- ✓ **0801.8.4** Analyze moral dilemmas in more challenging works of literature, as revealed by characters' motivation and behavior.
- ✓ **0801.8.5** Identify and analyze the setting (location and time) and its impact on plot, character, and theme in more challenging literary texts.
- ✓ **0801.8.6** Analyze the narration and point of view (e.g., first person, third-person omniscient, third-person limited) in more challenging literary texts.
- ✓ **0801.8.7** Consider genre characteristics in interpreting more challenging literary texts.
- ✓ **0801.8.8** Identify sound patterns (e.g., alliteration, onomatopoeia, rhyme scheme) and figurative language (e.g., metaphor, simile), and other conventions of verse (e.g., limerick, lyric, narrative, haiku) in more challenging poetry and explain how these contribute to the poem's meaning and to the poem's effect.
- ✓ **0801.8.9** Explain the purpose and use of structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in more challenging plays that are read or viewed.
- ✓ **0801.8.10** Identify and explain the theme(s) of a more challenging literary text, distinguishing theme from topic.
- ✓ **0801.8.11** Identify and explain the development of similar themes across two or more somewhat challenging literary texts.
- ✓ **0801.8.12** Identify the historical period in which a literary text was written and explain the text in light of this understanding.
- ✓ **0801.8.13** Demonstrate understanding that an author's individual viewpoint may differ from the general values, attitudes, and beliefs of the author's society and culture.
- ✓ **0801.1.14** Determine the appropriate meaning of figurative words and phrases (e.g., idiom, metaphor, simile, personification, pun) in more challenging passages.

- ✓ **0801.8.15** Recognize and analyze classical and literary allusions.
- ✓ **0801.8.16** Explore the concept of allegory.

State Performance Indicators

SPI 0801.8.1 Identify on a graphic organizer the points at which various plot elements occur.

SPI 0801.8.2 Identify an implied theme from a selection or related selections.

SPI 0801.8.3 Distinguish among different genres (e.g., poetry, drama, biography, novel) and their distinguishing characteristics.

SPI 0801.8.4 Recognize the author's point of view (i.e., first person, third person, third-person limited, third-person omniscient).

SPI 0801.8.5 Determine how a story changes if the point of view is changed.

SPI 0801.8.6 Recognize literary elements that shape meaning within context (i.e., flashback, foreshadowing, irony, mood, symbolism, tone).

SPI 0801.8.7 Identify an appropriate title to reinforce the main ideas of a passage or paragraph.

SPI 0801.8.8 Recognize and identify words within context that reveal particular time periods and cultures.

SPI 0801.8.9 Determine the influence of culture and ethnicity on the themes and issue of literary texts.

SPI 0801.8.10 Identify examples within context of similes, metaphors, onomatopoeia, personification, and hyperbole.

SPI 0801.8.11 Identify examples of sound devices within context (i.e., rhyme scheme, alliteration, free verse, repetition).

SPI 0801.8.12 Identify how the author reveal character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

SPI 0801.8.14 Identify figurative language (i.e., hyperbole, idiom, metaphor, simile, personification, pun, allusion) within context.

SPI 0801.8.15 Identify classical and literary allusions in context.