

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Tennessee Academic Standards  
**Subject:** Language Arts  
**Grades:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Spelling Classroom

### Paragraph Writing

Summary: Write a paragraph incorporating each word from the list.

### Tennessee Academic Standards

#### Language Arts

Grade 1 - Adopted: 2016

| STRAND / STANDARD / COURSE              | TN.FL.           | FOUNDATIONAL LITERACY STANDARDS  |
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| CONCEPTUAL STRAND / GUIDING QUESTION    | 1.FL.PWR         | Phonics and Word Recognition   |
| GUIDING QUESTION / LEARNING EXPECTATION | 1.FL.PWR<br>3.   | Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.  |
| LEARNING EXPECTATION                    | 1.FL.PWR<br>3.g. | Recognize and read grade-appropriate irregularly spelled words.  |
| STRAND / STANDARD / COURSE              | TN.FL.           | FOUNDATIONAL LITERACY STANDARDS  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 1.FL.WC.         | Word Composition   |
| GUIDING QUESTION / LEARNING EXPECTATION | 1.FL.WC.<br>4.   | Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.  |
| LEARNING EXPECTATION                    | 1.FL.WC.<br>4.a. | Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends. |
| LEARNING EXPECTATION                    | 1.FL.WC.<br>4.b. | Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.                      |
| LEARNING EXPECTATION                    | 1.FL.WC.<br>4.c. | Spell words with inflectional endings.   |
| LEARNING EXPECTATION                    | 1.FL.WC.<br>4.d. | Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.   |
| LEARNING EXPECTATION                    | 1.FL.WC.<br>4.e. | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   |
| STRAND / STANDARD / COURSE              | TN.W.            | WRITING STANDARDS  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 1.W.PDW.         | Production and Distribution of Writing   |
| GUIDING QUESTION / LEARNING EXPECTATION | W.PDW.6.         | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| LEARNING EXPECTATION                    | 1.W.PDW.<br>6.   | With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.                                       |

### Tennessee Academic Standards

#### Language Arts

Grade 2 - Adopted: 2016

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.FL.</b>        | <b>FOUNDATIONAL LITERACY STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>2.FL.WC.</b>      | <b>Word Composition</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>2.FL.WC. 4.</b>   | Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.  |
| <b>LEARNING EXPECTATION</b>                    | <b>2.FL.WC. 4.a.</b> | Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives. |
| <b>LEARNING EXPECTATION</b>                    | <b>2.FL.WC. 4.b.</b> | Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.FL.</b>        | <b>FOUNDATIONAL LITERACY STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>2.FL.SC.</b>      | <b>Sentence Composition</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>2.FL.SC. 6.</b>   | Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.                        |
| <b>LEARNING EXPECTATION</b>                    | <b>2.FL.SC. 6.k.</b> | With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>         | <b>WRITING STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>2.W.PDW.</b>      | <b>Production and Distribution of Writing</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>W.PDW.6.</b>      | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| <b>LEARNING EXPECTATION</b>                    | <b>2.W.PDW. 6.</b>   | With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.   |

Tennessee Academic Standards  
Language Arts

Grade 3 - Adopted: 2016

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.FL.</b>         | <b>FOUNDATIONAL LITERACY STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>3.FL.PWR .</b>     | <b>Phonics and Word Recognition</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>3.FL.PWR .3.</b>   | Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. |
| <b>LEARNING EXPECTATION</b>                    | <b>3.FL.PWR .3.d.</b> | Read grade-appropriate irregularly spelled words.   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.FL.</b>         | <b>FOUNDATIONAL LITERACY STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>3.FL.WC.</b>       | <b>Word Composition</b>   |

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| GUIDING QUESTION / LEARNING EXPECTATION | 3.FL.WC.4.   | Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.   |
| LEARNING EXPECTATION                    | 3.FL.WC.4.b. | Use conventional spelling for high frequency words, including irregular words.  |
| STRAND / STANDARD / COURSE              | TN.FL.       | <b>FOUNDATIONAL LITERACY STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 3.FL.SC.     | <b>Sentence Composition</b>   |
| GUIDING QUESTION / LEARNING EXPECTATION | 3.FL.SC.6.   | Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.               |
| LEARNING EXPECTATION                    | 3.FL.SC.6.n. | Write a cohesive paragraph with a main idea and detailed structure.   |
| STRAND / STANDARD / COURSE              | TN.FL.       | <b>FOUNDATIONAL LITERACY STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 3.FL.VA.     | <b>Vocabulary Acquisition</b>   |
| GUIDING QUESTION / LEARNING EXPECTATION | FL.VA.7.     | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| LEARNING EXPECTATION                    | 3.FL.VA.7c.  | Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.                                       |
| STRAND / STANDARD / COURSE              | TN.W.        | <b>WRITING STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 3.W.TTP.     | <b>Text Types and Protocol</b>  |
| GUIDING QUESTION / LEARNING EXPECTATION | W.TTP.2.     | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                  |
| LEARNING EXPECTATION                    | 3.W.TTP.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information.  |
| INDICATOR                               | 3.W.TTP.2.b. | Group related information together, including illustrations when needed to provide clarity to the reader.   |
| INDICATOR                               | 3.W.TTP.2.f. | Use precise language to inform about or explain the topic.  |
| INDICATOR                               | 3.W.TTP.2.g. | Apply language standards addressed in the Foundational Literacy standards.  |
| STRAND / STANDARD / COURSE              | TN.W.        | <b>WRITING STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 3.W.TTP.     | <b>Text Types and Protocol</b>  |
| GUIDING QUESTION / LEARNING EXPECTATION | W.TTP.3.     | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  |
| LEARNING EXPECTATION                    | 3.W.TTP.3.   | Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.   |
| INDICATOR                               | 3.W.TTP.3.e. | Apply language standards addressed in the Foundational Literacy standards.  |

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>      | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>3.W.PDW.</b>   | <b>Production and Distribution of Writing</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>W.PDW.6.</b>   | <b>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>  |
| <b>LEARNING EXPECTATION</b>                    | <b>3.W.PDW.6.</b> | <b>With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.</b> |

**Tennessee Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2016

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.FL.</b>       | <b>FOUNDATIONAL LITERACY STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>4.FL.WC.</b>     | <b>Word Composition</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>4.FL.WC.4.</b>   | <b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.WC.4.a.</b> | <b>Spell grade-appropriate words correctly consulting references as needed.</b>                        |

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.FL.</b>       | <b>FOUNDATIONAL LITERACY STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>4.FL.SC.</b>     | <b>Sentence Composition</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>4.FL.SC.6.</b>   | <b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b> |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6.e.</b> | <b>Produce complete sentences; recognize and correct inappropriate fragments and run-ons.</b>  |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.SC.6.i.</b> | <b>Write several cohesive paragraphs on a topic.</b>   |

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.FL.</b>      | <b>FOUNDATIONAL LITERACY STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>4.FL.VA.</b>    | <b>Vocabulary Acquisition</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>FL.VA.7.</b>    | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>  |
| <b>LEARNING EXPECTATION</b>                    | <b>4.FL.VA.7c.</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</b> |

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| <b>STRAND / STANDARD / COURSE</b>           | <b>TN.W.</b>    | <b>WRITING STANDARDS</b>       |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b> | <b>4.W.TTP.</b> | <b>Text Types and Protocol</b> |

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| GUIDING QUESTION / LEARNING EXPECTATION | W.TTP.2.     | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| LEARNING EXPECTATION                    | 4.W.TTP.2.   | Write informative/explanatory texts to examine a topic and convey ideas and information.  |
| INDICATOR                               | 4.W.TTP.2.b. | Group related information in paragraphs and sections.   |
| INDICATOR                               | 4.W.TTP.2.g. | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| INDICATOR                               | 4.W.TTP.2.h. | Apply language standards addressed in the Foundational Literacy standards.  |
| STRAND / STANDARD / COURSE              | TN.W.        | <b>WRITING STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 4.W.TTP.     | Text Types and Protocol   |
| GUIDING QUESTION / LEARNING EXPECTATION | W.TTP.3.     | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  |
| LEARNING EXPECTATION                    | 4.W.TTP.3.   | Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.   |
| INDICATOR                               | 4.W.TTP.3.f. | Use precise words and phrases and use sensory details to convey experiences and events.   |
| INDICATOR                               | 4.W.TTP.3.g. | Apply language standards addressed in the Foundational Literacy standards.  |
| STRAND / STANDARD / COURSE              | TN.W.        | <b>WRITING STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 4.W.PDW.     | Production and Distribution of Writing  |
| GUIDING QUESTION / LEARNING EXPECTATION | W.PDW.6.     | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| LEARNING EXPECTATION                    | 4.W.PDW.6.   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. |

## Tennessee Academic Standards

### Language Arts

Grade 5 - Adopted: 2016

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| STRAND / STANDARD / COURSE              | TN.FL.       | <b>FOUNDATIONAL LITERACY STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 5.FL.WC.     | Word Composition  |
| GUIDING QUESTION / LEARNING EXPECTATION | 5.FL.WC.4.   | Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. |
| LEARNING EXPECTATION                    | 5.FL.WC.4.a. | Spell grade-appropriate words correctly consulting references as needed.                        |
| STRAND / STANDARD / COURSE              | TN.FL.       | <b>FOUNDATIONAL LITERACY STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 5.FL.SC.     | Sentence Composition  |

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| <b>QUESTION</b>                                |               |   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | 5.FL.SC.6.    | Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.               |
| <b>LEARNING EXPECTATION</b>                    | 5.FL.SC.6.j.  | Write multiple cohesive paragraphs on a topic.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.FL.</b> | <b>FOUNDATIONAL LITERACY STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 5.FL.VA.      | Vocabulary Acquisition  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | FL.VA.7.      | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| <b>LEARNING EXPECTATION</b>                    | 5.FL.VA.7c.   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.                                   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>  | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 5.W.TTP.      | Text Types and Protocol   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.TTP.2.      | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                  |
| <b>LEARNING EXPECTATION</b>                    | 5.W.TTP.2.    | Write informative/explanatory texts to examine a topic and convey ideas and information.  |
| <b>INDICATOR</b>                               | 5.W.TTP.2.b.  | Group related information logically, including formatting features, illustrations, and multimedia when needed to provide clarity to the reader.   |
| <b>INDICATOR</b>                               | 5.W.TTP.2.f.  | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| <b>INDICATOR</b>                               | 5.W.TTP.2.g.  | Apply language standards addressed in the Foundational Literacy standards.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>  | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 5.W.TTP.      | Text Types and Protocol   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.TTP.3.      | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  |
| <b>LEARNING EXPECTATION</b>                    | 5.W.TTP.3.    | Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.   |
| <b>INDICATOR</b>                               | 5.W.TTP.3.f.  | Use precise words and phrases and use sensory details to convey experiences and events.   |
| <b>INDICATOR</b>                               | 5.W.TTP.3.g.  | Apply language standards addressed in the Foundational Literacy standards.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>  | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 5.W.PDW.      | Production and Distribution of Writing  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.PDW.6.      | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |

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| LEARNING EXPECTATION | 5.W.PDW. 6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3. |
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**Tennessee Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2016

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| <b>STRAND / STANDARD / COURSE</b>       | <b>TN.L.</b>  | <b>LANGUAGE STANDARDS</b>   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 6.L.CSE.      | Conventions of Standard English   |
| GUIDING QUESTION / LEARNING EXPECTATION | L.CSE.2.      | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LEARNING EXPECTATION                    | 6.L.CSE. 2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.  |
| <b>STRAND / STANDARD / COURSE</b>       | <b>TN.L.</b>  | <b>LANGUAGE STANDARDS</b>   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 6.L.VAU.      | Vocabulary Acquisition and Use  |
| GUIDING QUESTION / LEARNING EXPECTATION | L.VAU.6.      | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LEARNING EXPECTATION                    | 6.L.VAU. 6.   | Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.   |
| <b>STRAND / STANDARD / COURSE</b>       | <b>TN.SL.</b> | <b>SPEAKING AND LISTENING STANDARDS</b>   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 6.SL.PKI.     | Presentation of Knowledge and Ideas   |
| GUIDING QUESTION / LEARNING EXPECTATION | SL.PKI.4.     | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.   |
| LEARNING EXPECTATION                    | 6.SL.PKI. 4.  | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.   |
| <b>STRAND / STANDARD / COURSE</b>       | <b>TN.W.</b>  | <b>WRITING STANDARDS</b>  |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 6.W.TTP.      | Text Types and Protocol   |
| GUIDING QUESTION / LEARNING EXPECTATION | W.TTP.2.      | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| LEARNING EXPECTATION                    | 6.W.TTP. 2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   |
| INDICATOR                               | 6.W.TTP. 2.h. | Use precise language and domain-specific vocabulary.  |

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>        | <b>WRITING STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>6.W.TTP.</b>     | <b>Text Types and Protocol</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>W.TTP.3.</b>     | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.                                   |
| <b>LEARNING EXPECTATION</b>                    | <b>6.W.TTP.3.</b>   | Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. |
| <b>INDICATOR</b>                               | <b>6.W.TTP.3.g.</b> | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>        | <b>WRITING STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>6.W.PDW.</b>     | <b>Production and Distribution of Writing</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>W.PDW.6.</b>     | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| <b>LEARNING EXPECTATION</b>                    | <b>6.W.PDW.6.</b>   | Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.                    |

**Tennessee Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2016

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>      | <b>LANGUAGE STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>7.L.CSE.</b>   | <b>Conventions of Standard English</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>L.CSE.2.</b>   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>LEARNING EXPECTATION</b>                    | <b>7.L.CSE.2.</b> | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so. |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>      | <b>LANGUAGE STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>7.L.KL.</b>    | <b>Knowledge of Language</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>L.KL.3.</b>    | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                                  |
| <b>LEARNING EXPECTATION</b>                    | <b>7.L.KL.3.</b>  | When writing and speaking, choose precise language to express ideas concisely.   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>      | <b>LANGUAGE STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>7.L.VAU.</b>   | <b>Vocabulary Acquisition and Use</b>  |

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| <b>QUESTION</b>                                |              |   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.VAU.6.     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| <b>LEARNING EXPECTATION</b>                    | 7.L.VAU.6.   | Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.   |
| <b>STRAND / STANDARD / COURSE</b>              | TN.SL.       | <b>SPEAKING AND LISTENING STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 7.SL.PKI.    | Presentation of Knowledge and Ideas   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | SL.PKI.4.    | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.   |
| <b>LEARNING EXPECTATION</b>                    | 7.SL.PKI.4.  | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.   |
| <b>STRAND / STANDARD / COURSE</b>              | TN.W.        | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 7.W.TTP.     | Text Types and Protocol   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.TTP.2.     | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| <b>LEARNING EXPECTATION</b>                    | 7.W.TTP.2.   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   |
| <b>INDICATOR</b>                               | 7.W.TTP.2.h. | Use precise language and domain-specific vocabulary.  |
| <b>STRAND / STANDARD / COURSE</b>              | TN.W.        | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 7.W.TTP.     | Text Types and Protocol   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.TTP.3.     | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  |
| <b>LEARNING EXPECTATION</b>                    | 7.W.TTP.3.   | Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.  |
| <b>INDICATOR</b>                               | 7.W.TTP.3.g. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.   |
| <b>STRAND / STANDARD / COURSE</b>              | TN.W.        | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 7.W.PDW.     | Production and Distribution of Writing  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.PDW.6.     | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| <b>LEARNING EXPECTATION</b>                    | 7.W.PDW.6.   | Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single  |

## Tennessee Academic Standards

## Language Arts

Grade 8 - Adopted: 2016

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>        | <b>LANGUAGE STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>8.L.CSE.</b>     | <b>Conventions of Standard English</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>L.CSE.2.</b>     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| <b>LEARNING EXPECTATION</b>                    | <b>8.L.CSE.2.</b>   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>        | <b>LANGUAGE STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>8.L.VAU.</b>     | <b>Vocabulary Acquisition and Use</b>   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>L.VAU.6.</b>     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| <b>LEARNING EXPECTATION</b>                    | <b>8.L.VAU.6.</b>   | Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.SL.</b>       | <b>SPEAKING AND LISTENING STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>8.SL.PKI.</b>    | <b>Presentation of Knowledge and Ideas</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>SL.PKI.4.</b>    | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.   |
| <b>LEARNING EXPECTATION</b>                    | <b>8.SL.PKI.4.</b>  | Present claims and findings in a focused, coherent manner with relevant evidence; sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>        | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | <b>8.W.TTP.</b>     | <b>Text Types and Protocol</b>  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | <b>W.TTP.2.</b>     | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content   |
| <b>LEARNING EXPECTATION</b>                    | <b>8.W.TTP.2</b>    | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   |
| <b>INDICATOR</b>                               | <b>8.W.TTP.2.h.</b> | Use precise language and domain-specific vocabulary.  |
| <b>INDICATOR</b>                               | <b>8.W.TTP.2.i.</b> | Use varied sentence structure to enhance meaning and reader interest.   |
| <b>STRAND /</b>                                | <b>TN.W.</b>        | <b>WRITING STANDARDS</b>  |

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| <b>STANDARD / COURSE</b>                       |              |  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 8.W.TTP.     | Text Types and Protocol  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.TTP.3.     | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.                                   |
| <b>LEARNING EXPECTATION</b>                    | 8.W.TTP.3.   | Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. |
| <b>INDICATOR</b>                               | 8.W.TTP.3.g. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  |

**Tennessee Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2016

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>  | <b>LANGUAGE STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 9-10.L.CSE.   | Conventions of Standard English  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.CSE.1.      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| <b>LEARNING EXPECTATION</b>                    | 9-10.L.CSE.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>  | <b>LANGUAGE STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 9-10.L.CSE.   | Conventions of Standard English  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.CSE.2.      | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>LEARNING EXPECTATION</b>                    | 9-10.L.CSE.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type. |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>  | <b>LANGUAGE STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 9-10.L.KL.    | Knowledge of Language  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.KL.3.       | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |
| <b>LEARNING EXPECTATION</b>                    | 9-10.L.KL.3.  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>  | <b>LANGUAGE STANDARDS</b>  |
| <b>CONCEPTUAL</b>                              | 9-            | Vocabulary Acquisition and Use   |

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| STRAND / GUIDING QUESTION               | 10.L.VAU.       |   |
| GUIDING QUESTION / LEARNING EXPECTATION | L.VAU.6.        | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LEARNING EXPECTATION                    | 9-10.L.VAU.6.   | Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.   |
| STRAND / STANDARD / COURSE              | TN.W.           | WRITING STANDARDS   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 9-10.W.TTP.     | Text Types and Protocol   |
| GUIDING QUESTION / LEARNING EXPECTATION | W.TTP.1.        | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| LEARNING EXPECTATION                    | 9-10.W.TTP.1.   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.   |
| INDICATOR                               | 9-10.W.TTP.1.e. | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| STRAND / STANDARD / COURSE              | TN.W.           | WRITING STANDARDS   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 9-10.W.TTP.     | Text Types and Protocol   |
| GUIDING QUESTION / LEARNING EXPECTATION | W.TTP.2.        | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| LEARNING EXPECTATION                    | 9-10.W.TTP.2.   | Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.  |
| INDICATOR                               | 9-10.W.TTP.2.f. | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| STRAND / STANDARD / COURSE              | TN.W.           | WRITING STANDARDS   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 9-10.W.TTP.     | Text Types and Protocol   |
| GUIDING QUESTION / LEARNING EXPECTATION | W.TTP.3.        | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  |
| LEARNING EXPECTATION                    | 9-10.W.TTP.3.   | Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.  |
| INDICATOR                               | 9-10.W.TTP.3.f. | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  |
| STRAND / STANDARD / COURSE              | TN.W.           | WRITING STANDARDS   |
| CONCEPTUAL STRAND /                     | 9-10.W.PDW      | Production and Distribution of Writing  |

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| <b>GUIDING QUESTION</b>                        | .             |  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.PDW.6.      | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| <b>LEARNING EXPECTATION</b>                    | 9-10.W.PDW.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |

**Tennessee Academic Standards**

**Language Arts**

Grade 10 - Adopted: 2016

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>  | <b>LANGUAGE STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 9-10.L.CSE.   | Conventions of Standard English  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.CSE.1.      | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| <b>LEARNING EXPECTATION</b>                    | 9-10.L.CSE.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>  | <b>LANGUAGE STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 9-10.L.CSE.   | Conventions of Standard English  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.CSE.2.      | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>LEARNING EXPECTATION</b>                    | 9-10.L.CSE.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type. |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>  | <b>LANGUAGE STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 9-10.L.KL.    | Knowledge of Language  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.KL.3.       | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |
| <b>LEARNING EXPECTATION</b>                    | 9-10.L.KL.3.  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>  | <b>LANGUAGE STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 9-10.L.VAU.   | Vocabulary Acquisition and Use   |
| <b>GUIDING QUESTION / LEARNING</b>             | L.VAU.6.      | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary  |

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| EXPECTATION                             |                 | knowledge when considering a word or phrase important to comprehension or expression.   |
| LEARNING EXPECTATION                    | 9-10.L.VAU.6.   | Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| STRAND / STANDARD / COURSE              | TN.W.           | WRITING STANDARDS   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 9-10.W.TTP.     | Text Types and Protocol   |
| GUIDING QUESTION / LEARNING EXPECTATION | W.TTP.1.        | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| LEARNING EXPECTATION                    | 9-10.W.TTP.1.   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.   |
| INDICATOR                               | 9-10.W.TTP.1.e. | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| STRAND / STANDARD / COURSE              | TN.W.           | WRITING STANDARDS   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 9-10.W.TTP.     | Text Types and Protocol   |
| GUIDING QUESTION / LEARNING EXPECTATION | W.TTP.2.        | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| LEARNING EXPECTATION                    | 9-10.W.TTP.2.   | Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.  |
| INDICATOR                               | 9-10.W.TTP.2.f. | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| STRAND / STANDARD / COURSE              | TN.W.           | WRITING STANDARDS   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 9-10.W.TTP.     | Text Types and Protocol   |
| GUIDING QUESTION / LEARNING EXPECTATION | W.TTP.3.        | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  |
| LEARNING EXPECTATION                    | 9-10.W.TTP.3.   | Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.  |
| INDICATOR                               | 9-10.W.TTP.3.f. | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  |
| STRAND / STANDARD / COURSE              | TN.W.           | WRITING STANDARDS   |
| CONCEPTUAL STRAND / GUIDING QUESTION    | 9-10.W.PDW.     | Production and Distribution of Writing  |
| GUIDING QUESTION / LEARNING EXPECTATION | W.PDW.6.        | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |

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| LEARNING EXPECTATION | 9-10.W.PDW.6. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
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**Tennessee Academic Standards**

**Language Arts**

Grade 11 - Adopted: 2016

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>   | <b>LANGUAGE STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.L.CSE.   | Conventions of Standard English   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.CSE.1.       | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| <b>LEARNING EXPECTATION</b>                    | 11-12.L.CSE.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>   | <b>LANGUAGE STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.L.CSE.   | Conventions of Standard English   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.CSE.2.       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| <b>LEARNING EXPECTATION</b>                    | 11-12.L.CSE.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type. |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>   | <b>LANGUAGE STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.L.KL.    | Knowledge of Language   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.KL.3.        | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| <b>LEARNING EXPECTATION</b>                    | 11-12.L.KL.3.  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>   | <b>LANGUAGE STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.L.VAU.   | Vocabulary Acquisition and Use  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.VAU.6.       | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.               |
| <b>LEARNING EXPECTATION</b>                    | 11-12.L.VAU.6. | Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.                 |

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>     | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.W.TTP.     | Text Types and Protocol   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.TTP.1.         | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| <b>LEARNING EXPECTATION</b>                    | 11-12.W.TTP.1.   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.   |
| <b>INDICATOR</b>                               | 11-12.W.TTP.1.e. | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>     | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.W.TTP.     | Text Types and Protocol   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.TTP.2.         | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.              |
| <b>LEARNING EXPECTATION</b>                    | 11-12.W.TTP.2.   | Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. |
| <b>INDICATOR</b>                               | 11-12.W.TTP.2.f. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>     | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.W.TTP.     | Text Types and Protocol   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.TTP.3.         | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  |
| <b>LEARNING EXPECTATION</b>                    | 11-12.W.TTP.3.   | Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.                            |
| <b>INDICATOR</b>                               | 11-12.W.TTP.3.f. | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  |
| <b>INDICATOR</b>                               | 11-12.W.TTP.3.g. | Use appropriate language and techniques, such as metaphor, simile, and analogy.   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>     | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.W.PDW.     | Production and Distribution of Writing  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.PDW.6.         | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| <b>LEARNING EXPECTATION</b>                    | 11-12.W.PDW.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.                 |

Tennessee Academic Standards

Language Arts

Grade 12 - Adopted: 2016

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| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>   | <b>LANGUAGE STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.L.CSE.   | Conventions of Standard English   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.CSE.1.       | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| <b>LEARNING EXPECTATION</b>                    | 11-12.L.CSE.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>   | <b>LANGUAGE STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.L.CSE.   | Conventions of Standard English   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.CSE.2.       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| <b>LEARNING EXPECTATION</b>                    | 11-12.L.CSE.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type. |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>   | <b>LANGUAGE STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.L.KL.    | Knowledge of Language   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.KL.3.        | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| <b>LEARNING EXPECTATION</b>                    | 11-12.L.KL.3.  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.L.</b>   | <b>LANGUAGE STANDARDS</b>   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.L.VAU.   | Vocabulary Acquisition and Use  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | L.VAU.6.       | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.               |
| <b>LEARNING EXPECTATION</b>                    | 11-12.L.VAU.6. | Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.                 |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>   | <b>WRITING STANDARDS</b>  |

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| <b>COURSE</b>                                  |                  |   |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.W.TTP.     | Text Types and Protocol   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.TTP.1.         | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| <b>LEARNING EXPECTATION</b>                    | 11-12.W.TTP.1.   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.   |
| <b>INDICATOR</b>                               | 11-12.W.TTP.1.e. | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>     | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.W.TTP.     | Text Types and Protocol   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.TTP.2.         | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.              |
| <b>LEARNING EXPECTATION</b>                    | 11-12.W.TTP.2.   | Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. |
| <b>INDICATOR</b>                               | 11-12.W.TTP.2.f. | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>     | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.W.TTP.     | Text Types and Protocol   |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.TTP.3.         | Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  |
| <b>LEARNING EXPECTATION</b>                    | 11-12.W.TTP.3.   | Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.                            |
| <b>INDICATOR</b>                               | 11-12.W.TTP.3.f. | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  |
| <b>INDICATOR</b>                               | 11-12.W.TTP.3.g. | Use appropriate language and techniques, such as metaphor, simile, and analogy.   |
| <b>STRAND / STANDARD / COURSE</b>              | <b>TN.W.</b>     | <b>WRITING STANDARDS</b>  |
| <b>CONCEPTUAL STRAND / GUIDING QUESTION</b>    | 11-12.W.PDW.     | Production and Distribution of Writing  |
| <b>GUIDING QUESTION / LEARNING EXPECTATION</b> | W.PDW.6.         | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| <b>LEARNING EXPECTATION</b>                    | 11-12.W.PDW.6.   | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.                 |

