TENNESSEE STATE BOARD OF EDUCATION

General Introduction

Businessman and philanthropist W. Clement Stone claimed that "Definitiveness of purpose is the starting point of all achievement," and standards provide that definition of purpose for each grade level. Standards should measure excellence, not just benchmark skills; therefore, the committee of Tennessee teachers, administrators, and higher education faculty developed a set of learning outcomes that embraces an overall expectation of 21st century literacy skills necessary to succeed in post-secondary and workforce arenas. Thus, critical and divergent thinking, problem solving, active listening, recognition of patterns and anomalies, and evaluation and questioning of source material are essential skills in this document. Furthermore, these expectations reinforce the three ELA instructional shifts: regular practice with complex text and its academic vocabulary; reading and writing grounded in evidence from literary and informational text; and building knowledge through content rich literary and informational text.

Standards Design

The keystone is our ultimate goal—students who are post-secondary and workforce-ready. The term *keystone* offers the relevant descriptive metaphor: in masonry, the keystone is the central stone at the summit of an arch, which holds the other pieces in place. While not mentioned directly in the standards, the students as keystone remind all who implement the standards to keep the students as the focus. The keystone encourages all stakeholders to embrace and celebrate the diversity of young and adolescent learners and to employ evidence-proven, responsive, individualized implementation. Forming the foundation for post-secondary and workforce readiness are the cornerstone standards (previously anchor standards). These standards are foundational to the ELA skills and progression of skills that ensure all students meet post-secondary and workforce expectations. The term *cornerstone* offers another relevant descriptive metaphor: in ancient masonry, the cornerstone was the principal stone placed at the corner of an edifice. As such, it was usually one of the largest, the most solid, and the most carefully constructed of any in the edifice.

"Integrate" means to render something whole. Continuing the masonry metaphor, the standards graphic communicates how the individual strands are built as compact units, but only when all of the standards are fused together do we have a strong structure. When crafting the English Language Arts Standards, the committee focused on the integrated nature of the skills in the discipline and the progression of the skills through the grade levels. Through presenting the standards in a vertical chart by standard rather than with each grade separately, the document emphasizes how the skills for reading, writing, speaking and listening, and language spiral through all of the grade levels, leading to post-secondary and workforce readiness. Linking standards signal that planning for instruction needs to begin with a high quality text and that planning decisions with the standards center on the selection(s). The exception to this thinking is the K-2 foundational skills.

Important to understanding the progression is the role of each grade band within them. In grades K-5, the standards signal the importance of laying a solid foundation for reading and writing. The middle grades, 6-8, solidify the foundation while increasing the complexity of text selection and tasks. Finally, grades 9-12 focus on sophistication and style. When learning the standards for one grade level, readers must read the standards in the previous and subsequent grades and understand

how that immediate grade fits into the students' overall development. Additionally, the standards are a progression, and teachers will need to assess student understanding of and build on the previous years' standards as they implement the standards for their current grade. The committee of Tennessee teachers, administrators, and higher education faculty who wrote the standards maintained an intentional focus on the language of the five strands. Following the mantra of "read about it, talk about it, write about it"—the committee approached reading and writing as reciprocal skills; therefore, the role of texts and routine writing permeates all of the standards.
Students should read high quality texts, discuss their interpretation and analysis, and write about their learning. When working with the writing and speaking and listening standards, students should engage in reading and research practices as well as focus on the craft and correctness of their language.

With regard to the technology integration, to the extent possible, the committee left the standards open to the ever-changing environment. The goal of the integration is to ensure that students are prepared for the technology demands of the post-secondary and workforce needs of Tennessee high school graduates; therefore, the focus is not on specific types of technology but the students' ability to use the technology of their era.

Because the metaphor focuses on building skills from a strong foundation to support the keystone, the rest of the document follows that same line of thinking. Foundational Literacy standards are the first section to follow the introduction. Following the Foundational Literacy standards are the strands that lead to literacy competence: Language, Reading, Speaking and Listening, and Writing.

Note on Coding

The standards are coded with the grade level, title of the strand, the category within the strand, and the number within the strand. In a few cases, a letter might also be used to delineate subsections.

Example:
K.FL.PC.1
K is the grade level.
Foundational Literacy (FL) is the strand.
Print Concepts (PC) is the category.
1 is the number of the standard within the strand.

Foundational K-5 Literacy Standards

Literacy is a multi-faceted, complex relationship of interrelated skills. The ultimate goal of literacy instruction is for students to become proficient readers and writers. Before proficiency can be achieved, children must adequately develop the essential foundational skills during the early grades. The foundational literacy standards for Tennessee students are a progression beginning with foundational skills to the sophisticated application of oral and written language. These standards include: print concepts, phonological awareness, phonics and word recognition, word and sentence composition, and fluency.

Foundational literacy skills must be nurtured and developed from an early age. Acquisition of language-related skills begins with exposure to linguistic awareness games, songs, nursery rhymes, and rhythmic activities (NAEYC, 1998). The sounds and cadences serve as the groundwork for phonemic awareness (a child's ability to hear, manipulate, and identify small units of speech, including sounds, words, and syllables). Phonemic awareness is a significant predictor of reading success (Suggate, 2014). Also essential to building language-related skills is reading aloud to children (Wells, 1985). During read-alouds, children learn language, experience new cultures and ideas, and engage in conversation around text, all which lead to empowerment, comprehension, and vocabulary development (NAEYC, 1998). In addition, participation in rich discussions helps students build an innate understanding of the rules and patterns that govern the grammar and syntax of standard English.

An early reading foundation begins with the alphabetic principle, the understanding that there is a systematic relationship between letters and sounds. As children begin to develop this understanding, they begin naming letters of the alphabet. This basic code-related skill is one of the most significant predictors of future reading success (Adams, 1990; National Reading Panel, 2000). Next, students connect the alphabet with the individual letter sounds and are ready for phonics instruction. Phonics instruction builds upon phonemic awareness, which includes letter symbols connected to letter sounds. Phonics instruction is a key component to children's success in reading and decoding unknown words. According to Chall (1987), "Research evidence over the past 70 years indicates overwhelmingly that direct, explicit instruction in phonics is needed and contributes to better development of decoding, word recognition, and comprehension." The goal of the foundational reading skills is to develop fluent readers who are able to comprehend texts across a wide range of texts. To achieve this goal, children must be able to process words both accurately and efficiently and read with appropriate expression (Duke & Carlisle, 2011; Rasinski, Reutzel, Chard & Linan-Thompson, 2011). Fluent readers spend less time on word recognition, thereby freeing their cognitive resources to focus on sentence, paragraph, and passage comprehension.

Early writing foundations include sound-letter basics, spelling, elements of grammar, sentence composition, and the development of writing skills and habits. Instruction in grammar and sentence composition enables the communication of meaning and allows the writer to make deliberate choices about how ideas will be expressed. The grammatical characteristics of spoken language are different in significant ways from those of written language and are often learned through years of instruction and practice. In the early years, knowledge of these characteristics is formed through use in spoken and written situations. In writing, as with reading, accuracy and fluency with component skills enables young writers to focus on higher-level aspects of composition, such as topic focus and maintenance, word choice, and attentiveness to the reader. As children gain fluency and automaticity with spelling and sentence writing, their compositions tend to become longer and better constructed. When skills

are automatic, more cognitive resources are available for consideration of audience, purpose, and the form in which ideas are expressed (Moats, 2015).

In an increasingly connected culture, literacy carries many human benefits, including self-esteem and empowerment. As human beings, we have the right to literacy (UNESCO, 2005). Educators have the responsibility to provide students with the tools to become active, literate members of our society.

	FOUNDATIONAL LITERACY STANDARDS: Print Concepts – Standard 1 FL.PC.1
	Cornerstone: Demonstrate understanding of the organization and basic features of print.

GRADE SPAN	STANDARDS
5	
4	
3	
2	
1	**1.FL.PC.1** Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.

K	**K.FL.PC.1** Demonstrate understanding of the organization and basic features of print.
	   a. Follow words from left to right, top to bottom, and page by page.
	   b. Recognize that spoken words are represented in written language by specific sequences of letters.
	   c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.
	   d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.
	   e. Distinguish between pictures and words.

<table>
<tr><td colspan="2" style="text-align:center">FOUNDATIONAL LITERACY STANDARDS:
Phonological Awareness – Standard 2
FL.PA.2</td></tr>
<tr><td colspan="2">Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td></tr>
<tr><td>GRADE SPAN</td><td style="text-align:center">STANDARDS</td></tr>
<tr><td>5</td><td></td></tr>
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<tr><td>2</td><td></td></tr>
<tr><td>1</td><td>1.FL.PA.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Distinguish long from short vowel sounds in spoken single-syllable words.
b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</td></tr>
<tr><td>K</td><td>K.FFL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Recognize and begin to produce rhyming words.
b. Count, pronounce, blend, and segment syllables in spoken words.
c. Blend and segment onsets and rimes of single-syllable spoken words.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</td></tr>
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FOUNDATIONAL LITERACY STANDARDS: Phonics and Word Recognition – Standard 3 FL.PWR.3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

GRADE SPAN	STANDARDS
5	**5.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.
4	**4.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

3	**3.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
	    a. Identify and define the meaning of the most common prefixes and derivational suffixes.
	    b. Decode words with common Latin suffixes, such as *-ly, -less,* and *-ful.*
	    c. Decode multi-syllable words.
	    d. Read grade-appropriate irregularly spelled words.

2	**2.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
	    a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
	    b. Know spelling-sound correspondences for additional common vowel teams.
	    c. Decode regularly spelled two-syllable words with long vowels.
	    d. Decode words with common prefixes and suffixes.
	    e. Identify words with inconsistent but common spelling-sound correspondences.
	    f. Recognize and read grade-appropriate irregularly spelled words.
	    g. Decode grade-level texts with purpose and understanding.

1	**1.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
	    a. Know the sound-spelling correspondence for common consonant digraphs.
	    b. Decode regularly spelled one-syllable words.
	    c. Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.
	    d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	    e. Decode two-syllable words following basic patterns by breaking the words into syllables.
	    f. Read words with inflectional endings.
	    g. Recognize and read grade-appropriate irregularly spelled words.
	    h. Read grade-level decodable text with purpose and understanding.

K	**K.FFL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
	    a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.
	    b. Associate the long and short phonemes with common spellings for the five major vowels.
	    c. Read common high-frequency words by sight.
	    d. Decode regularly spelled CVC words.
	    e. Distinguish between similarly spelled words by identifying the letters that differ.

FOUNDATIONAL LITERACY STANDARDS:
Word Composition – Standard 4
FL.WC.4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

GRADE SPAN	STANDARDS
5	**5.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.
4	**4.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.
3	**3.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. b. Use conventional spelling for high-frequency words, including irregular words. c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. d. Write legibly in manuscript; write all lower and uppercase cursive letters.
2	**2.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. 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. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. c. Spell words with suffixes that require consonant doubling, dropping silent -*e*, and changing *y* to *i*. d. Write most common, frequently used words and most irregular words. e. Consult reference materials, including beginning dictionaries, to check and correct spelling. f. Print legibly in manuscript; write many upper and lowercase letters in cursive.

1	**1.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
	    a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends.
	    b. Use conventional spelling for one-syllable words with common vowel spelling patterns including CVCe, common vowel teams, final -*y*, and *r*-controlled vowels.
	    c. Spell words with inflectional endings.
	    d. Spell two-syllable words that end in -*y* or -*ly*, are compounds, or have two closed syllables.
	    e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	    f. Write many common, frequently used words and some irregular words.
	    g. Print all upper and lowercase letters.

K	**K.FFL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
	    a. Write uppercase and lowercase manuscript letters from memory.
	    b. Write a letter/letters for most consonant and short vowel sounds (phonemes).
	    c. Represent phonemes first to last in simple words using letters (graphemes) such as *rop* for *rope*.
	    d. Spell VC (*at, in*) and CVC (*pet, mud*) words with short vowels; spell V (*a, I*) and CV (*be, go*) words with long vowels.
	    e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
	    f. Write some common, frequently used words (*am, and, like, the*).
	    g. Print many upper and lowercase letters.

FOUNDATIONAL LITERACY STANDARDS: Fluency – Standard 5 FL.F.5	
Cornerstone: Read with sufficient accuracy and fluency to support comprehension.	
GRADE SPAN	**STANDARDS**

5	**5.FL.F.5** Read with sufficient accuracy and fluency to support comprehension.
	    a. Read grade-level text with purpose and understanding.
	    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	    c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

4	**4.FL.F.5** Read with sufficient accuracy and fluency to support comprehension.
	    a. Read grade-level text with purpose and understanding.
	    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	    c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

3	**3.FL.F.5** Read with sufficient accuracy and fluency to support comprehension.
	    a. Read grade-level text with purpose and understanding.
	    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	    c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

2	**2.FL.F.5** Read with sufficient accuracy and fluency to support comprehension.
	    a. Read grade-level text with purpose and understanding.
	    b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	    c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

1	**1.FL.F.5** Read with sufficient accuracy and fluency to support comprehension.
	    a. Read grade-level text with purpose and understanding.
	    b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	    c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

K	**K.FFL.F.5** Read with sufficient accuracy and fluency to support comprehension. a. Read emergent-reader texts with purpose and understanding.

FOUNDATIONAL LITERACY STANDARDS: Sentence Composition – Standard 6 FL.SC.6

Cornerstone: 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.

GRADE SPAN	STANDARDS
5	**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. a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. b. Form and use the perfect verb tense. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions. f. Use punctuation to separate items in a series. g. Use a comma to separate an introductory element from the rest of the sentence. h. Use a comma to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence (*e.g., It's true, isn't it?*), and to indicate direct address. i. Use underlining, quotation marks, or italics to indicate titles of works. j. Write multiple cohesive paragraphs on a topic.
4	**4.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. a. Use relative pronouns and relative adverbs. b. Form and use progressive verb tenses. c. Use auxiliary verbs, such as *can, may,* and *must,* to clarify meaning. d. Form and use prepositional phrases. e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. f. Use correct capitalization. g. Use commas and quotation marks to mark direct speech and quotations from a text. h. Use a comma before a coordinating conjunction in a compound sentence. i. Write several cohesive paragraphs on a topic.
3	**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. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs correctly. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Capitalize appropriate words in titles. k. Use commas in addresses. l. Use commas and quotation marks in dialogue. m. Form and use possessives. n. Write a cohesive paragraph with a main idea and detailed structure.

2	**2.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.
	    a. Use collective nouns.
	    b. Form and use frequently occurring irregular plural nouns.
	    c. Use reflexive pronouns, such as *myself* and *ourselves*.
	    d. Form and use the past tense of frequently occurring irregular verbs.
	    e. Use adjectives and adverbs correctly.
	    f. Produce, expand, and rearrange simple and compound sentences.
	    g. Use common coordinating conjunctions.
	    h. Capitalize holidays, product names, and geographic names.
	    i. Use commas in the greeting and closing of a letter.
	    j. Use an apostrophe to form contractions and frequently occurring possessives.
	    k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.

1	**1.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.
	    a. Use common, proper, and possessive nouns.
	    b. Use singular and plural nouns with correct verbs in basic sentences.
	    c. Use personal, possessive, and indefinite pronouns.
	    d. Use verbs to convey a sense of past, present, and future.
	    e. Use frequently occurring adjectives.
	    f. Use frequently occurring conjunctions.
	    g. Use articles and demonstratives.
	    h. Use frequently occurring prepositions, such as *during*, *beyond*, and *toward*.
	    i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	    j. Capitalize names of people and dates.
	    k. End sentences with correct punctuation.
	    l. Use commas in dates and to separate single words in a series.

K	**K.FFL.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 with adult support.
	    a. With modeling or verbal prompts, orally produce complete sentences.
	    b. Follow one-to-one correspondence between voice and print when writing a sentence.
	    c. Use frequently occurring nouns and verbs when speaking and in shared language activities.
	    d. Form regular plural nouns when speaking and in shared language activities.
	    e. Understand and use question words (interrogatives) when speaking and in shared language activities.
	    f. Use the most frequently occurring prepositions when speaking and in shared language activities.
	    g. Produce and expand complete sentences in shared language activities.
	    h. Capitalize the first word in a sentence and the pronoun *I.*
	    i. Recognize and name end punctuation.

	FOUNDATIONAL LITERACY STANDARDS: Vocabulary Acquisition – Standard 7 FL.VA.7
	Cornerstone: 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.
GRADE SPAN	**STANDARDS**

5	**5.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
	    i. Use context as a clue to the meaning of a word or phrase.
	    ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
	    iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	
	5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	    i. Interpret figurative language, including similes and metaphors, in context.
	    ii. Recognize and explain the meaning of common idioms and proverbs.
	    iii. Use the relationship between particular words to better understand each of the words.
	
	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.

4	**4.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	    i. Use context as a clue to the meaning of a word or phrase.
	    ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
	    iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	
	4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	    i. Explain the meaning of simple similes and metaphors in context.
	    ii. Recognize and explain the meaning of common idioms and proverbs.
	    iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings
	
	4.FL.VA.7c 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.

3	**3.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
	    i. Use sentence-level context as a clue to the meaning of a word or phrase.
	    ii. Determine the meaning of the new word formed when a known affix is added to a known word.
	    iii. Use a known root word as a clue to the meaning of an unknown word with the same root.
	    iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	
	3.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.
	    i. Distinguish the literal and nonliteral meanings of words and phrases in context.
	    ii. Identify real-life connections between words and their use.
	    iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
	
	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.

2	**2.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
	    i. Use sentence-level context as a clue to the meaning of a word or phrase.
	    ii. Determine the meaning of the new word formed when a known affix is added to a known word.
	    iii. Use a known root word as a clue to the meaning of an unknown word with the same root.
	    iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.
	    v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	
	2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.
	    i. Identify real-life connections between words and their use.
	    ii. Distinguish shades of meaning among closely related words.
	
	2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

1	**1.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
	    i. Use sentence-level context as a clue to the meaning of a word or phrase.
	    ii. Use frequently occurring affixes as a clue to the meaning of a word.
	    iii. Identify frequently occurring root words and their inflectional forms.
	
	1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	    i. Sort words into categories to gain a sense of the concepts the categories represent.
	    ii. Define words by category and by one or more key attributes.
	    iii. Identify real-life connections between words and their use.
	    iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.
	
	1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

K	**K.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.
	    i. Identify new meanings for familiar words and apply them accurately.
	    ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
	
	K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.
	    i. Sort common objects into categories to gain a sense of the concepts the categories represent.
	    ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
	    iii. Make real-life connections between words and their use.
	    iv. Distinguish shades of meaning among verbs describing the same general action.
	
	K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Language 6-12 Standards

Literacy is a multi-faceted, complex relationship of interrelated skills, beginning with language development. The standards have been written based on a progression beginning with the skills in the Foundational Literacy standards—print concepts, phonological awareness, phonics and word recognition, word and sentence composition, and fluency. The progression continues to build toward a more sophisticated manipulation of language in the upper grades. This progression of building and reinforcing foundational skills will be critical for the success of Tennessee students as they advance towards mastering post-secondary and workforce expectations. In every grade, the Language standards are based on the development of language processing from the word level, to the sentence level, and finally to content knowledge as further explained below. These three areas—words, sentences, and content knowledge—come together to help the reader make sense of the text he or she is reading (Hennessey, 2014).

Words

"Vocabulary is the largest determinant of comprehension of language" (Biemiller, 2015). Without vocabulary and word knowledge, students struggle to develop the complex skills required for comprehension of a text, and they are also limited in what they can process through listening. Additionally, they are limited in the words that they can use to effectively produce clear communication. Therefore, the standards focus on developing a strong academic vocabulary and emphasize strategies for continued vocabulary growth.

The standards incorporate several key strategies that good readers use in tandem when appropriate. Using context is one strategy, but alone it is often ineffective in determining the meaning of a word in a sentence (Ebbers; Archer). However, when students can combine the context of the word with their awareness of meaningful word parts, they have the opportunity to access increasingly complex texts. Further, students can verify their constructed meaning with reference material and confirm their inferences.

Sentences

Marilyn Adams crafts an appropriate analogy when she explains, "Trying to read without syntax is like doing math without the operations" (2012). Students who do not know how to distinguish main ideas from subordinating ideas in sentences will struggle to know the speaker's or writer's focus. The reverse is also true; the writer or speaker who does not know how to organize the various clauses within a sentence will struggle to communicate clearly. After a 2013 review of the reciprocal relationship between grammar and reading comprehension, Tim Shanahan summarized: "Studies over the years have shown a clear relationship between syntactic or grammatical sophistication and reading comprehension; that is, as students learn to employ more complex sentences in their oral and written language, their ability to make sense of what they read increases, too" (2013).

Content Knowledge

Building knowledge from text is not directly addressed in the Language standards; however, the Reading Literature, Reading Informational, and Speaking and Listening standards provide many opportunities for the students to develop their content knowledge. Students draw on content knowledge to determine the connotative meanings of words that rely on allusions to previously learned material.

Command of Language

Students acquire command of language in environments rich in listening, speaking, reading, and writing opportunities. Through discussion and collaboration, students develop flexible thinking about language while learning to adhere to a set of conventions. Inviting students to experiment with sentence structure helps them develop control over sentence and word choices. As Jeff Anderson says in *Revision Decisions: Talking Through Sentences and Beyond* (2014, p. 9), "It's not about learning another rule such as how to use colons; it's about writers discovering another option to make their writing strong." The goal of language education is for students to learn to adapt language to their audience and to create an appropriate style and tone for the task.

While all students need to find their voice at some point, the standards focus the early years on the foundational skills and emphasize the letter-sound correspondence and the basic components of a sentence to give the students the tools to work with written language. Once the foundation has been laid, the standards of the upper elementary and middle grades solidify the foundation and give the student space to think flexibly about communicating a range of ideas effectively. Finally, the high school standards focus on understanding the nuances of language and the evolution of language rules to communicate in a social context leading to success in post-secondary and workforce environments.

6-12 LANGUAGE STANDARDS:
Conventions of Standard English – Standard 1
L.CSE.1

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE SPAN	STANDARDS
11-12	**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.
9-10	**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.

8	**8.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage.
	    a. When reading or listening, analyze the use of phrases and clauses within a larger text.
	    b. When reading or listening, explain the function of verbs.
	    c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.
	    d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.
	    e. When writing or speaking, produce and use varied voice and mood of verbs.

7	**7.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage.
	    a. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.
	    b. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.

6	**6.L.CSE.1** Demonstrate command of the conventions of standard English grammar and usage.
	    a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement).
	    b. When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun- antecedent agreement) effectively.
	    c. When reading and listening, explain the function of phrases and clauses.
	    d. When writing or speaking, use simple, compound, and complex sentences.

6-12 LANGUAGE STANDARDS:
Conventions of Standard English – Standard 2
L.CSE.2

Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE SPAN	STANDARDS
11-12	**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.
9-10	**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.
8	**8.L.CSE.2** 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.
7	**7.L.CSE.2** 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.
6	**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.

6-12 LANGUAGE STANDARDS:
Knowledge of Language – Standard 3
L.KL.3

Cornerstone: 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.

GRADE SPAN	STANDARDS
11-12	**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.
9-10	**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.
8	**8.L.KL.3** When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
7	**7.L.KL.3** When writing and speaking, choose precise language to express ideas concisely.
6	**6.L.KL.3** When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

6-12 LANGUAGE STANDARDS:
Vocabulary Acquisition and Use – Standard 4
L.VAU.4

Cornerstone: 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.

GRADE SPAN	STANDARDS
11-12	**11-12.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
9-10	**9-10.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
8	**8.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
7	**7.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
6	**6.L.VAU.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

6-12 LANGUAGE STANDARDS:
Vocabulary Acquisition and Use – Standard 5
L.VAU.5

Cornerstone: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE SPAN	STANDARDS
11-12	**11-12.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
9-10	**9-10.L.VAU.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
8	**8.L.VAU.5** When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
7	**7.L.VAU.5** When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
6	**6.L.VAU.5** When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

Cornerstone: 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.

GRADE SPAN	STANDARDS
11-12	**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.
9-10	**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.
8	**8.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.
7	**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.
6	**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.

Reading K-12 Standards

As the young adult author Walter Dean Myers famously stated in almost every interview, "Reading is not optional." In this age of information, students and employees must be able to read detailed, complex text to interpret the world around them. Be it the literary world, the natural world, the academic world, or the work world, "Reading is a matter of survival" (Smith, 2014).Understanding that reading is a key skill to accessing knowledge, the standards committee focused attention on building a strong progression of standards from Kindergarten to twelfth grade that develop students' ability to think critically about what they read. These reading standards are based on the understanding that direct, explicit instruction of language and reading leads to strong confident readers who are able to:

- **Make inferences in increasingly complex text and logically explain their thinking behind the inferences;**
- **Determine central ideas of texts, unpack the development of the ideas, and summarize key aspects of a text to show the relationship between the details and the central ideas;**
- **Analyze how and why ideas, events, and characters develop and interact over the course of a single text;**
- **Interpret the explicit and subtle uses of language to shape meaning;**
- **Analyze how form and structure contribute to meaning-making;**
- **Assess how point of view, perspective, and purpose impact the development of a text;**
- **Integrate and evaluate content in diverse media formats and analyze the impact on a text;**
- **Evaluate arguments and trace the key points;**
- **Analyze ideas across texts and time;**
- **Build knowledge from content-rich nonfiction; and**
- **Consider alternate and opposing interpretations of text.**

As with the other strands, the focus in elementary is on the foundational skills married with the reading skills. Middle school solidifies the foundation and continues to build reading stamina with increasingly complex literature and literary nonfiction, and the high school standards focus on the students' ability to recognize archetypal patterns, nuances of language, and intertextual connections.

In addition, when analyzing the Reading standards, Reading Standard 10 is integral to understanding the other nine. The basic skills for reading are addressed in the Foundational Literacy standards, and the skills for comprehension are embedded in the Reading standards. Furthermore, the skills are applied to grade level texts. Reading Standard 1 for both Literature and Informational Text are the building blocks for the teaching of the other standards because it focuses on the students' ability to make inferences and to cite the evidence that leads to their inferential thinking.

Literature and Informational Text in the English/Language Arts Classroom

Elementary students (K-5) interact with an equal division of time in literature and informational text. Secondary students (6-12) focus on literature and literary nonfiction in the English classroom. Because secondary schools departmentalize by content area, the emphasis on reading informational text is divided across the specialized disciplines. Through careful attention to word choice and structures in literature and literary nonfiction, students can:

> [become] fluent in the decoding processes [enabling them] to allocate the time and attention necessary to process the ideas, information, story, and intellectual arguments and assumptions presented.…..For that reason, readers must engage in an active construction of meaning, in which they grapple with the text and apply their earlier knowledge as they question, analyze, and probe. In the process, they learn to build knowledge and go beyond the wisdom of the author to think their own thoughts (Woolf & Barzillai, 2009).

Elementary Classrooms	Middle Grade ELA Classrooms	High School English Classrooms
50% literature with introduction to the different genres.	Emphasis on literature with an integrated examination of themes across genres; some specific genre studies.	Emphasis on literature and the interaction among archetypal story patterns and the references of classical, traditional, and religious texts in contemporary texts.
50% informational text with introduction to the different text features and text structures in scientific and social science texts.	Literary nonfiction as a means of exploration on matters of science, social studies, and other specialized disciplines.	Literary nonfiction as a means of contemplation of concepts on matters of science, social studies, and specialized disciplines.
	Informational text as it can be used to research and support an argument.	Sophisticated informational text from specialized disciplines as it can be used to research and support an argument.
Background to Guide Decision-Making Students need to experience a range in text variety, complexity, and length. As teachers wrestle with the percentage of time, they focus not on the formula, but on the intention of using a balance of informational texts to build background knowledge to lead into and/or supplement a more complex anchor text. Units of texts need to be thematically aligned to support the development of background knowledge, which supports comprehension.		

If our students are to graduate with the requisite reading skills, then the foundation must be established in the early grades, with emphasis on print concepts, phonological awareness, phonics and word recognition, word composition, and fluency. These foundational skills paired with the Reading standards will develop readers who can decode words and sentences with automaticity, so they can derive context and make meaning of a text that they read.

Ultimately, the act of reading is a cognitively demanding skill. With careful guidance and instruction, students can fluently read words and sentences, so they can have access to the world of ideas presented to them in print.

Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	**11-12.RL.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	**11-12.RI.KID.1** Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
9-10	**9-10.RL.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	**9-10.RI.KID.1** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
8	**8.RL.KID.1** Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	**8.RI.KID.1** Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
7	**7.RL.KID.1** Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	**7.RI.KID.1** Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
6	**6.RL.KID.1** Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	**6.RI.KID.1** Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
5	**5.RL.KID.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**5.RI.KID.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	**4.RL.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	**4.RI.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.
3	**3.RL.KID.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	**3.RI.KID.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
2	**2.RL.KID.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**2.RI.KID.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
1	**1.RL.KID.1** Ask and answer questions about key details in a text.	**1.RI.KID.1** Ask and answer questions about key details in a text.
K	**K.RL.KID.1** With prompting and support, ask and answer questions about key details in a text.	**K.RI.KID.1** With prompting and support, ask and answer questions about key details in a text.

	READING STANDARDS: Key Ideas and Details – Standard 2	
	R.KID.2	

Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	**11-12.RL.KID.2** Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.	**11-12.RI.KID.2** Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
9-10	**9-10.RL.KID.2** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.	**9-10.RI.KID.2** Determine a central idea of a text and analyze its development; provide an objective or critical summary.
8	**8.RL.KID.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.	**8.RI.KID.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
7	**7.RL.KID.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	**7.RI.KID.2** Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
6	**6.RL.KID.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	**6.RI.KID.2** Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
5	**5.RL.KID.2** Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	**5.RI.KID.2** Determine the central idea of a text and explain how it is supported by key details; summarize the text.
4	**4.RL.KID.2** Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	**4.RI.KID.2** Determine the main idea of a text and explain how it is supported by key details; summarize a text.
3	**3.RL.KID.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**3.RI.KID.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
2	**2.RL.KID.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**2.RI.KID.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.
1	**1.RL.KID.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**1.RI.KID.2** Identify the main topic and retell key details of a text.
K	**K.RL.KID.2** With prompting and support, orally retell familiar stories, including key details.	**K.RI.KID.2** With prompting and support, orally identify the main topic and retell key details of a text.

	READING STANDARDS: Key Ideas and Details – Standard 3	
	R.KID.3	

Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	**11-12.RL.KID.3** Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.	**11-12.RI.KID.3** Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
9-10	**9-10.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.	**9-10.RI.KID.3** Analyze how an author presents and develops key ideas and events to impact meaning.
8	**8.RL.KID.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	**8.RI.KID.3** Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.
7	**7.RL.KID.3** Analyze how specific elements of a story or drama interact with and affect each other.	**7.RI.KID.3** Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
6	**6.RL.KID.3** Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	**6.RI.KID.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
5	**5.RL.KID.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.	**5.RI.KID.3** Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
4	**4.RL.KID.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.	**4.RI.KID.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.
3	**3.RL.KID.3** Describe characters in a story and explain how their actions contribute to the sequence of events.	**3.RI.KID.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
2	**2.RL.KID.3** Describe how characters in a story respond to major events and challenges.	**2.RI.KID.3** Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.
1	**1.RL.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	**1.RI.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
K	**K.RL.KID.3** With prompting and support, orally identify characters, setting, and major events in a story.	**K.RI.KID.3** With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.

| READING STANDARDS: Craft and Structure – Standard 4 |
| R.CS.4 |

Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	**11-12.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.	**11-12.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
9 - 10	**9-10.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.	**9-10.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
8	**8.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.	**8.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.
7	**7.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	**7.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.
6	**6.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.	**6.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
5	**5.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.	**5.RI.CS.4** Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.

4	**4.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	**4.RI.CS.4** Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.
3	**3.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (*e.g., feeling blue versus the color blue*).	**3.RI.CS.4** Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.
2	**2.RL.CS.4** Describe how words and phrases supply meaning in a story, poem, or song.	**2.RI.CS.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
1	**1.RL.CS.4** Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	**1.RI.CS.4** Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.
K	**K.RL.CS.4** With prompting and support, ask and answer questions about unknown words in text.	**K.RI.CS.4** With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.

READING STANDARDS: Craft and Structure – Standard 5
R.CS.5

Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (*e.g., a section, chapter, scene, or stanza*) relate to each other and the whole.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	**11-12.RL.CS.5** Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.	**11-12.RI.CS.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.
9-10	**9-10.RL.CS.5** Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.	**9-10.RI.CS.5** Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
8	**8.RL.CS.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	**8.RI.CS.5** Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.
7	**7.RL.CS.5** Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.	**7.RI.CS.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6	**6.RL.CS.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	**6.RI.CS.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
5	**5.RL.CS.5** Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.	**5.RI.CS.5** Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.
4	**4.RL.CS.5** Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.	**4.RI.CS.5** Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
3	**3.RL.CS.5** Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.	**3.RI.CS.5** Use text features to locate information relevant to a given topic efficiently.
2	**2.RL.CS.5** Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	**2.RI.CS.5** Know and use various text features to locate key facts or information in a text efficiently.
1	**1.RL.CS.5** Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	**1.RI.CS.5** Know and use various text features to locate key facts or information in a text.
K	**K.RL.CS.5** Recognize common types of texts.	**K.RI.CS.5** Know various text features.

	READING STANDARDS: Craft and Structure – Standard 6	
	R.CS.6	
	Cornerstone: Assess how point of view or purpose shapes the content and style of a text.	
GRADE SPAN	**LITERATURE**	**INFORMATIONAL TEXT**
11-12	**11-12.RL.CS.6** Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.	**11-12.RI.CS.6** Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
9-10	**9-10.RL.CS.6** Analyze how point of view and/or author purpose shapes the content and style of diverse texts.	**9-10.RI.CS.6** Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.
8	**8.RL.CS.6** Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.	**8.RI.CS.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
7	**7.RL.CS.6** Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.	**7.RI.CS.6** Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.
6	**6.RL.CS.6** Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	**6.RI.CS.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.
5	**5.RL.CS.6** Describe how a narrator's or speaker's point of view influences how events are described.	**5.RI.CS.6** Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.
4	**4.RL.CS.6** Compare and contrast the point of view from which different stories are narrated.	**4.RI.CS.6** Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.
3	**3.RL.CS.6** Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.	**3.RI.CS.6** Distinguish reader point of view from that of an author of a text.
2	**2.RL.CS.6** Determine when characters have different points of view.	**2.RI.CS.6** Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
1	**1.RL.CS.6** Identify who is telling the story at various points in a text.	**1.RI.CS.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
K	**K.RL.CS.6** With prompting and support, define the role of authors and illustrators in the telling of a story.	**K.RI.CS.6** With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.

	READING STANDARDS: Integration of Knowledge and Ideas – Standard 7	
	R.IKI.7	

Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	**11-12.RL.IKI.7** Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.	**11-12.RI.IKI.7** Evaluate the topic or subject in multiple diverse formats and media.
9-10	**9-10.RL.IKI.7** Evaluate the topic, subject, and/or theme in two diverse formats or media.	**9-10.RI.IKI.7** Evaluate the topic or subject in two diverse formats or media.
8	**8.RL.IKI.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.	**8.RI.IKI.7** Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
7	**7.RL.IKI.7** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.	**7.RI.IKI.7** Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.
6	**6.RL.IKI.7** Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.	**6.RI.IKI.7** Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.
5	**5.RL.IKI.7** Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.	**5.RI.IKI.7** Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
4	**4.RL.IKI.7** Make connections between the print version of a story or drama and a visual or oral presentation of the same text.	**4.RI.IKI.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
3	**3.RL.IKI.7** Explain how illustrations in a text contribute to what is conveyed by the words.	**3.RI.IKI.7** Use information gained from illustrations and the words in a text to demonstrate understanding of a text.
2	**2.RL.IKI.7** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**2.RI.IKI.7** Identify and explain how illustrations and words contribute to and clarify a text.

1	**1.RL.IKI.7** Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	**1.RI.IKI.7** Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
K	**K.RL.IKI.7** With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	**K.RI.IKI.7** With prompting and support, orally describe the relationship between illustrations and the text in which they appear.

	READING STANDARDS: Integration of Knowledge and Ideas – Standard 8 R.IKI.8	
Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
GRADE SPAN	**LITERATURE**	**INFORMATIONAL TEXT**
11-12	Standard #8 is not applicable to literature.	**11-12.RI.IKI.8** Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.
9-10		**9-10.RI.IKI.8** Evaluate how reasoning and evidence affects the argument and specific claims in a text.
8		**8.RI.IKI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.
7		**7.RI.IKI.8** Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.
6		**6.RI.IKI.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
5		**5.RI.IKI.8** Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
4		**4.RI.IKI.8** Explain how an author uses reasons and evidence to support particular points in a text.
3		**3.RI.IKI.8** Explain how reasons support specific points an author makes in a text.
2		**2.RI.IKI.8** Describe how reasons support specific points an author makes in a text.
1		**1.RI.IKI.8** Identify the reasons an author provides to support points in a text.
K		**K.RI.IKI.8** With prompting and support, identify the reasons an author provides to support points in a text.

Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	**11-12.RL.IKI.9** Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics.	**11-12.RI.IKI.9** Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
9-10	**9-10.RL.IKI.9** Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.	**9-10.RI.IKI.9** Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
8	**8.RL.IKI.9** Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.	**8.RI.IKI.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
7	**7.RL.IKI.9** Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.	**7.RI.IKI.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.
6	**6.RL.IKI.9** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	**6.RI.IKI.9** Compare and contrast two or more authors' presentation of the same topic or event.
5	**5.RL.IKI.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.	**5.RI.IKI.9** Integrate information from two or more texts on the same topic in order to build content knowledge.
4	**4.RL.IKI.9** Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.	**4.RI.IKI.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
3	**3.RL.IKI.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	**3.RI.IKI.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
2	**2.RL.IKI.9** Compare and contrast two or more versions of the same story by different authors or different cultures.	**2.RI.IKI.9** Compare and contrast the most important points presented by two texts on the same topic.
1	**1.RL.IKI.9** Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.	**1.RI.IKI.9** Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.
K	**K.RL.IKI.9** With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.	**K.RI.IKI.9** With prompting and support, orally identify basic similarities and differences between two texts on the same topic.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
READING STANDARDS: Range of Reading and Level of Text Complexity – Standard 10 R.RRTC.10		
Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.		
12	**12.RL.RRTC.10** Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.	**12.RI.RRTC.10** Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
11	**11.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	**11.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
10	**10.RL.RRTC.10** Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.	**10.RI.RRTC.10** Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
9	**9.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	**9.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
8	**8.RL.RRTC.10** Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.	**8.RI.RRTC.10** Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
7	**7.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	**7.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
6	**6.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	**6.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
5	**5.RL.RRTC.10** Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.	**5.RI.RRTC.10** Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

4	**4.RL.RRTC.10** Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	**4.RI.RRTC.10** Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.
3	**3.RL.RRTC.10** Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	**3.RI.RRTC.10** Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.
2	**2.RL.RRTC.10** Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	**2.RI.RRTC.10** Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.
1	**1.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for grade 1.	**1.RI.RRTC.10** With prompting and support, read informational texts of appropriate complexity for grade 1.
K	**K.RL.RRTC.10** With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	**K.RI.RRTC.10** With prompting and support, read informational texts of appropriate complexity for Kindergarten.

Speaking and Listening K-12 Standards

Speaking and listening skills are necessary for young people to be successful in the post-secondary, workforce, and creative endeavors they pursue. To this end, the Speaking and Listening standards serve as a bridge between reading and writing skills: in the ELA classroom, students share their understandings and ideas gleaned from reading and develop their written voice through presentations, public speaking, and participation in classroom discussions. These speaking and listening skills—like reading and writing skills—are founded upon the belief that students must "have words in order to use words." Thus, the K-5 Foundational Literacy standards work in conjunction with the K-5 Speaking and Listening standards to help young students build their skills in understanding spoken words and sounds, speak in complete sentences, ask and answer questions, and describe and report on topics. In addition, the Speaking and Listening standards emphasize that students, across grades K-12, will be able to:

- **Participate in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively;**
- **Present information/ideas formally and informally in such a way that others can follow a line of reasoning;**
- **Effectively integrate information from appropriate diverse formats;**
- **Evaluate a speaker's point of view; and**
- **Make strategic use of digital media.**

Effective speaking and listening skills are necessary in today's job market. According to a *2015 Job Outlook* survey—conducted each fall by the National Association of Colleges and Employers to forecast hiring—employers from 260 organizations nationwide are looking for leaders who can "work as part of a team" and "communicate effectively" (NACE, 2014). 77.8% of survey respondents indicated "the ability to work in a team structure" was important, and 67% of respondents indicated "verbal communication skills" were important in their hiring decisions.

To be a team-player and communicate effectively, young people must be able to do exactly what the Speaking and Listening standards require. In 2013, *Forbes* magazine contributor Jacob Morgan reported that the future of work is collaborative. Morgan provided examples of companies like ING Direct Canada, where "employees have no offices. Anyone can talk to anyone and leaders focus on removing obstacles instead of creating them." At another financial-services company, the Motley Fool, "employees play collaboration games to help work as a team, and have mobile desks that they can relocate in their office." The world of work as we know it is changing, and young people must have strong and effective communication *and* collaboration skills to be considered employable.

Speaking and listening skills also aid reading comprehension and encourage engagement with texts and ideas. Researchers have long suggested a link exists between oral language and reading comprehension and that high-quality peer discussion and exploration of ideas—not just the presentation of high-quality content by the teacher or text—are central to the developing understandings of readers and writers.

Writing in 1948, Benjamin Bloome suggested discussion aids student problem-solving. In 1969, Britton suggested the concept of "talking to learn," and in the 1970s, Vygotsky suggested cognitive growth "is more likely when one is required to explain, elaborate, or defend one's position to others, as well as to oneself; striving for an explanation often makes a learner integrate and elaborate knowledge in new ways" (1978, p. 158). In a 1991 study of 58 12th grade students, Sweigart found

that small-group discussions of nonfiction were superior to both lecture and whole-class discussion in helping students recall and understand essays they read. In 2006, Nystrand reported that a meta-analysis of 49 studies examining the effects of various types of small-group discussion approaches to high-level thinking and comprehension found that, "in the most productive discussions, teachers retained considerable control of text and topic while allowing students considerable interpretive flexibility and the opportunity to elaborate their ideas for extended periods of time" (p. 398). In research on whole-class discussion, Van den Branden (2000) found that discussion promotes reading comprehension when problematic and difficult passages are the focus of sustained interaction. Van den Branden also found that discussion benefited both fluent and limited English proficient speakers.

Long-standing, rigorous research supports the fact that discussion significantly supports literacy skills, and employers want to hire young people who can be team-players and communicate effectively. The Speaking and Listening standards afford opportunities for young people to develop and practice the skills needed to successfully pursue post-secondary, workforce, and creative endeavors.

	SPEAKING AND LISTENING STANDARDS: Comprehension and Collaboration – Standard 1 SL.CC.1	
	Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own clearly and persuasively.	
GRADE SPAN	**STANDARDS**	**LINKING STANDARDS**
11-12	**11-12.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.	RL.1-7, 9, 10 RI.1-10 W.6
9-10	**9-10.SL.CC.1** Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.	RL.1-7, 9, 10 RI.1-10, W.6
8	**8.SL.CC.1** Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	RL.1-7, 9, 10 RI.1-10 W.5-6
7	**7.SL.CC.1** Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	RL.1-7, 9, 10 RI.1-10 W.5-6
6	**6.SL.CC.1** Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	RL.1-7, 9, 10 RI.1-10 W.5-6
5	**5.SL.CC.1** Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	FL.F.5 RL.1-7, 9, 10 RI.1-10 W.5-6
4	**4.SL.CC.1** Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	FL.F.5 RL.1-7, 9, 10 RI.1-10 W.5-6
3	**3.SL.CC.1** Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	FL.F.5 RL.1-7, 9, 10 RI.1-10 W.4-6
2	**2.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.	FL.F.5 RL.1-7, 9, 10 RI.1-10 W.5-8
1	**1.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.	FL.F.5 RL.1-7, 9, 10 RI.1-10 W.1-3, 5-8
K	**K.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	FL.F.5 RL.1- 7, 9,10 RI.1-10 W.1-3, 5-8

	SPEAKING AND LISTENING STANDARDS:

SPEAKING AND LISTENING STANDARDS:
Comprehension and Collaboration – Standard 2
SL.CC.2

Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

GRADE SPAN	STANDARDS	LINKING STANDARDS
11-12	**11-12.SL.CC.2** Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.	L.VAU.5-6 Reading Cornerstone Standards 1 and 10. RL/RI.7 W.8
9-10	**9-10.SL.CC.2** Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.	L.VAU.5-6 Reading Cornerstone Standards 1 and 10. RL/RI.7 W.8
8	**8.SL.CC.2** Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.	L.VAU.5-6 Reading Cornerstone Standards 1 and 10. RL/RI.7 W.8
7	**7.SL.CC.2** Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.	L.VAU.5-6 Reading Cornerstone Standards 1 and 10. RL/RI.7 W.8
6	**6.SL.CC.2** Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.	L.VAU.5-6 Reading Cornerstone Standards 1 and 10. RL/RI.7 W.8
5	**5.SL.CC.2** Summarize a text presented in diverse media such as visual, quantitative, and oral formats.	FL.VAC.7 Reading Cornerstone Standards 1 and 10 RL/RI.7 W.8
4	**4.SL.CC.2** Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.	FL.VAC.7 Reading Cornerstone Standards 1 and 10 RL/RI.7 W.8
3	**3.SL.CC.2** Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.	FL.VAC.7 Reading Cornerstone Standards 1 and 10 RL/RI.7 W.8
2	**2.SL.CC.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	FL.VAC.7 Reading Cornerstone Standards 1 and 10 RL/RI.7 W.8

1	**1.SL.CC.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	FL.VAC.7 Reading Cornerstone Standards 1 and 10 RL/RI.7 W.8
K	**K.SL.CC.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	FL.VAC.7 Reading Cornerstone Standards 1 and 10

	SPEAKING AND LISTENING STANDARDS: Comprehension and Collaboration – Standard 3 SL.CC.3	
	Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	

GRADE SPAN	STANDARDS	LINKING STANDARDS
11-12	**11-12.SL.CC.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	L.4-5 RI.8 W.9
9-10	**9-10.SL.CC.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.	L.4-5 RI.8 W.9
8	**8.SL.CC.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	L.4-5 RI.8 W.9
7	**7.SL.CC.3** Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.	L.4-5 RI.8 W.9
6	**6.SL.CC.3** Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	L.4-5 RI.8 W.9
5	**5.SL.CC.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	FL.7 RI.8 W.9
4	**4.SL.CC.3** Identify the reasons and evidence a speaker provides to support particular points.	FL.7 RI.8 W.9
3	**3.SL.CC.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	FL.7 RL.1 RI.1
2	**2.SL.CC.3** Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.	FL.7 RL.1 RI.1
1	**1.SL.CC.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	FL.7 RL.1 RI.1
K	**K.SL.CC.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	FL.7 RL.1 RI.1

SPEAKING AND LISTENING STANDARDS:
Presentation of Knowledge and Ideas – Standard 4
SL.PKI.4

Cornerstone: 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.

GRADE SPAN	STANDARDS	LINKNG STANDARDS
11-12	**11-12.SL.PKI.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.	RI.8 W.1, 4, 7,9
9-10	**9-10.SL.PKI.4** Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.	RI.8 W.1, 4, 7, 9
8	**8.SL.PKI.4** Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	RL2 RI.2, 8 W.1, 4, 7
7	**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.	RL2 RI.2, 8 W.1, 4, 7
6	**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.	RL2 RI.2, 8 W.1, 4, 7
5	**5.SL.PKI.4** Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.	RL.1, 2, 3 RI.1, 2, 3 W.1-3, 4, 7
4	**4.SL.PKI.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	RL.1, 2, 3 RI.1, 2, 3 W.2-3, 4, 7
3	**3.SL.PKI.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	RL.1, 2, 3 RI.1, 2, 3 W.2-3, 4, 7
2	**2.SL.PKI.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	RL.1, 2, 3 RI.1, 2, 3 W.3, 4, 7
1	**1.SL.PKI.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	RL.1, 2, 3 RI.1, 2, 3 W.2-3, 4, 7
K	**K.SL.PKI.4** Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	RL.1, 2, 3 RI.1, 2, 3 W.2-3, 4, 7

	SPEAKING AND LISTENING STANDARDS: Presentation of Knowledge and Ideas – Standard 5 SL.PKI.5	
	Cornerstone: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	

GRADE SPAN	STANDARDS	LINKING STANDARDS
11-12	**11-12.SL.PKI.5** Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	RI.7, 8, 9 W.6, 8
9-10	**9-10.SL.PKI.5** Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	RI.7, 8, 9 W.6, 8
8	**8.SL.PKI.5** Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest.	RI.7, 8, 9 W.6, 8
7	**7.SL.PKI.5** Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.	RI.7, 8, 9 W.6, 8
6	**6.SL.PKI.5** Include multimedia components and visual displays in presentations to clarify information.	RI.7, 8, 9 W.6, 8
5	**5.SL.PKI.5** Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.	RI.7, 8, 9 W.6, 8
4	**4.SL.PKI.5** Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.	RI.7, 8, 9 W.6, 8
3	**3.SL.PKI.5** Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.	RI.7, 8, 9 W.6, 8
2	**2.SL.PKI.5** Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	RI.7, 8, 9 W.6, 8
1	**1.SL.PKI.5** Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.	RI.7, 8, 9 W.6, 8
K	**K.SL.PKI.5** Add drawings or other visual displays of descriptions as desired to provide additional detail.	RI.7, 8, 9 W.6, 8

Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

GRADE SPAN	STANDARDS	LINKING STANDARDS
11-12	**11-12.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.1, 3 W.4-5
9-10	**9-10.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.1, 3 W.4-5
8	**8.SL.PKI.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.1, 3 W.4-5
7	**7.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.1, 3 W.4-5
6	**6.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.1, 3 W.4-5
5	**5.SL.PKI.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	FL. 6 W.4-5
4	**4.SL.PKI.6** Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.	FL. 6 W.4-5
3	**3.SL.PKI.6** Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.	FL. 6 W.4-5
2	**2.SL.PKI.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	FL. 6 W.4-5
1	**1.SL.PKI.6** With prompting and support, speak in complete sentences when appropriate to task and situation.	FL. 6 W.4-5
K	**K.SL.PKI.6** With guidance and support, express thoughts, feelings, and ideas through speaking.	FL. 6 W.4-5

Tennessee students matter, so writing must matter if young people are to graduate from high school and be successful in the post-secondary, workforce, and creative endeavors they pursue. To this end, the Writing standards support a progression of skills from Kindergarten through 12th grade that help all young people develop into the writers they need to be in the 21st century. These skills are founded upon the belief that students must "have words in order to use words." Thus, the K-5 Writing standards work in conjunction with the K-5 Foundational Literacy standards to help students build their skills in understanding print concepts, spoken words and sounds, and writing words and sentences. In addition, the Writing standards emphasize that students, across grades K-12, will be able to:

- **Recognize and write in various modes, for different purposes, including to support and sustain an opinion or argument, to inform, and to express and reflect;**
- **Understand the relationship among writing task, purpose, and audience;**
- **Understand writing occurs through a process, and utilize a process that includes planning, revising, editing, and rewriting;**
- **Use technology to communicate effectively and to produce and publish writing;**
- **Understand writing can be used to answer questions, and participate in short- and long-term research and inquiry projects;**
- **Use evidence to support claims and convey ideas in writing;**
- **Integrate and synthesize others' ideas into writing; and**
- **Write often to develop fluency, confidence, and stamina.**

Ultimately, the Writing standards convey the importance of writing, for multiple and varied purposes and audiences. Writing is important because Tennessee students need to write effectively to gain and keep meaningful employment. According to a *2015 Job Outlook* survey—conducted each fall by the National Association of Colleges and Employers to forecast hiring— employers from 260 organizations nationwide are looking for leaders who can "communicate effectively" (NACE, 2014). One of the biggest groups of survey respondents (73.4%) indicated "written communication skills" as a skill/attribute most looked for in potential hires. In *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools,* a 2007 study on the state of writing in our schools, the authors explain, "Writing well is not just an option for young people—it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and the global economy" (p. 3).

But writing is also important for other reasons. Writing is a tool young people can use to influence others. Books like Rachel Carson's *Silent Spring* changed the way we think about human impact on the environment. George Orwell's *1984* introduced us to such terms and concepts as "Big Brother" and "doublespeak," and continues to encourage us to consider the effects of censorship, surveillance, and nationalism today. In addition, as technologies and social media become more integral to and ubiquitous in daily life, we communicate with others and represent ourselves through writing more than ever.

As Graham and Harris (2013) remind us, young people also write "to …tell stories, create imagined worlds, explore who we are …and chronicle our experiences" (p. 5). Kelly Gallagher (2015) suggests that narrative writing can be important to the social development of young people. He explains "when students write their way into imaginary worlds…they benefit from giving careful

consideration to the decisions, the relationships, and the actions of others. When students are…writing narratives, they are in the process of re-creating themselves" (p. 106). In addition, research has shown that writing can benefit us psychologically and physiologically (Graham & Harris, 2013; Smyth, 1998).

Writing also makes young people better readers. In their 2010 report, "Writing to Read: Evidence for How Writing Can Improve Reading," Graham and Hebert connect writing to reading comprehension: students better understand material they read if they write about it. This works in several ways. First, writing provides students with a tool for visibly and permanently recording their thoughts and ideas about a text and analyzing, connecting, personalizing, and manipulating key ideas from text. This has a strong impact on making text more memorable and understandable for students. Second, knowledge about text structure and organization is improved by having students engage in the process of composing text (Tierney & Shanahan, 1991). Writers gain insights about reading by creating text for an audience to read. When they write, students must make their assumptions and premises explicit as they observe the rules of logic, making them more aware of these same issues in the material they read. In a 2011 meta-analysis of the impact of writing and writing instruction on reading, published in the *Harvard Educational Review*, Graham and Hebert report that increasing how much students write and implementing process writing approaches in the classroom improve student reading comprehension.

Writing is important, for many reasons, but as recent ACT data and the 2004 *Writing Next* report suggest, every year in the United States, too many adolescents graduate from high school unable to write at basic levels, and too many adolescents drop out of high school because they lack basic literacy skills.

Tennessee students matter, so writing must matter. The Writing standards recognize that reading and writing are interconnected processes that begin with the foundation of letter, sound, and word recognition and composition. The Writing standards encourage students to practice and build on these foundational skills as they also write in a variety of modes for a variety of purposes; synthesize ideas across multiple texts; use textual evidence to support claims made and ideas conveyed in writing; and demonstrate sophisticated understandings of the relationship between usage and style. As these skills increase and progress, students grow as writers—and readers—who are able by grade 12 to accomplish a variety of writing tasks required by post-secondary, workforce, and creative endeavors.

WRITING STANDARDS: Text Types and Protocol – Standard 1
W.TTP.1

Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE SPAN	STANDARDS
11-12	**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. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone.
9-10	**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. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone.
8	**8.W.TTP.1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.

7	**7.W.TTP.1** Write arguments to support claims with clear reasons and relevant evidence.
	    a. Introduce claim(s).
	    b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).
	    c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
	    d. Use credible sources and demonstrate an understanding of the topic or source material.
	    e. Craft an effective and relevant conclusion that supports the argument presented.
	    f. Use precise language and content-specific vocabulary.
	    g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	    h. Use varied sentence structure to enhance meaning and reader interest.
	    i. Establish and maintain a formal style.

6	**6.W.TTP.1** Write arguments to support claims with clear reasons and relevant evidence.
	    a. Introduce claim(s).
	    b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).
	    c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
	    d. Use credible sources and demonstrate an understanding of the topic or source material.
	    e. Craft an effective and relevant conclusion that supports the argument presented.
	    f. Use precise language and content-specific vocabulary.
	    g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	    h. Use varied sentence structure to enhance meaning and reader interest.
	    i. Establish and maintain a formal style.

5	**5.W.TTP.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	    a. Introduce a topic or text.
	    b. Develop an opinion through logically-ordered reasons that are supported by facts and details.
	    c. Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
	    d. Provide a concluding statement or section related to the opinion presented.
	    e. Link opinion and reasons using words, phrases, and clauses.
	    f. Apply language standards addressed in the Foundational Literacy standards.

4	**4.W.TTP.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	    a. Introduce a topic or text.
	    b. Develop an opinion with reasons that are supported by facts and details.
	    c. Create an organizational structure in which related ideas are grouped to support the writer's purpose.
	    d. Provide a concluding statement or section related to the opinion presented.
	    e. Link opinion and reasons using words and phrases.
	    f. Apply language standards addressed in the Foundational Literacy standards.

3	**3.W.TTP.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
	    a. Introduce a topic or text.
	    b. Develop an opinion with reasons that support the opinion.
	    c. Create an organizational structure that lists supporting reasons.
	    d. Provide a concluding statement or section.
	    e. Use linking words and phrases to connect opinion and reasons.
	    f. Apply language standards addressed in the Foundational Literacy standards.

2	**2.W.TTP.1** Write opinion pieces on topics or texts.
	   a. Introduce topic or text.
	   b. State an opinion.
	   c. Supply reasons to support the opinion.
	   d. Use linking words to connect the reasons to the opinion.
	   e. Provide a concluding statement or section.

1	**1.W.TTP.1** With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
K	**K.W.TTP.1** With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.

WRITING STANDARDS: Text Types and Protocol – Standard 2 W.TTP.2	
Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
GRADE SPAN	**STANDARDS**

11-12	**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.
	  a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
	  b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
	  c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	  d. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	  e. Use appropriate formatting, graphics, and multimedia to aid comprehension.
	  f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
	  g. Establish and maintain a formal style and objective tone.

9-10	**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.
	  a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
	  b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
	  c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	  d. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	  e. Use appropriate formatting, graphics, and multimedia to aid comprehension.
	  f. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	  g. Establish and maintain a formal style and objective tone.

8	**8.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.
	  a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
	  b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension.
	  c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	  d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
	  e. Craft an effective and relevant conclusion.
	  f. Include formatting, graphics, and multimedia when appropriate.
	  g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	  h. Use precise language and domain-specific vocabulary.
	  i. Use varied sentence structure to enhance meaning and reader interest.
	  j. Establish and maintain a formal style.

7	**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.
	   a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
	   b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
	   c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	   d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
	   e. Craft an effective and relevant conclusion.
	   f. Include formatting, graphics, and multimedia when appropriate.
	   g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	   h. Use precise language and domain-specific vocabulary.
	   i. Use varied sentence structure to enhance meaning and reader interest.
	   j. Establish and maintain a formal style.

6	**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.
	   a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
	   b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
	   c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	   d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
	   e. Craft an effective and relevant conclusion.
	   f. Include formatting, graphics, and multimedia when appropriate.
	   g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	   h. Use precise language and domain-specific vocabulary.
	   i. Use varied sentence structure to enhance meaning and reader interest.
	   j. Establish and maintain a formal style.

5	**5.W.TTP.2** Write informative/explanatory texts to examine a topic and convey ideas and information.
	   a. Introduce a topic by providing a general observation and focus.
	   b. Group related information logically.
	   c. Include formatting features, illustrations, and multimedia, when needed, to provide clarity to the reader.
	   d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	   e. Provide a conclusion related to the information or explanation presented.
	   f. Link ideas within and across categories of information using words, phrases, and clauses.
	   g. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	   h. Apply language standards addressed in the Foundational Literacy standards.

4	**4.W.TTP.2** Write informative/explanatory texts to examine a topic and convey ideas and information.
	   a. Introduce a topic.
	   b. Group related information in paragraphs and sections.
	   c. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader.
	   d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	   e. Provide a conclusion related to the information or explanation presented.
	   f. Link ideas within categories of information using words and phrases.
	   g. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	   h. Apply language standards addressed in the Foundational Literacy standards.

3	**3.W.TTP.2** Write informative/explanatory texts to examine a topic and convey ideas and information.
	    a. Introduce a topic.
	    b. Group related information together, including illustrations when needed, to provide clarity to the reader.
	    c. Develop the topic with facts, definitions, and details.
	    d. Provide a conclusion.
	    e. Use linking words and phrases to connect ideas within categories of information.
	    f. Use precise language to inform about or explain the topic.
	    g. Apply language standards addressed in the Foundational Literacy standards.

2	**2.W.TTP.2** Write informative/explanatory texts.
	    a. Introduce a topic.
	    b. Use facts and definitions to provide information.
	    c. Provide a concluding statement or section.

1	**1.W.TTP.2** With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.
K	**K.W.TTP.2** With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.

| | WRITING STANDARDS: Text Types and Protocol – Standard 3 |
| | W.TTP.3 |

Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE SPAN	STANDARDS

11-12	**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.
	    a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.
	    b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
	    c. Create a smooth progression of experiences or events.
	    d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
	    e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	    f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
	    g. Use appropriate language and techniques, such as metaphor, simile, and analogy.
	    h. Establish and maintain an appropriate style and tone.

9-10	**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.
	    a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.
	    b. Sequence events so that they build on one another to create a coherent whole.
	    c. Create a smooth progression of experiences or events.
	    d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
	    e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	    f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
	    g. Establish and maintain an appropriate style and tone.

8	**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.
	    a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.
	    b. Organize an event sequence that unfolds naturally and logically.
	    c. Create a smooth progression of experiences or events.
	    d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.
	    e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
	    f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
	    g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

7	**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.
	   a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.
	   b. Organize an event sequence that unfolds naturally and logically.
	   c. Create a smooth progression of experiences or events.
	   d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
	   e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
	   f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
	   g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

6	**6.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.
	   a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.
	   b. Organize an event sequence that unfolds naturally and logically.
	   c. Create a smooth progression of experiences or events.
	   d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
	   e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
	   f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
	   g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

5	**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.
	   a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters.
	   b. Organize an event sequence that unfolds naturally and logically.
	   c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.
	   d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
	   e. Provide a conclusion that follows from the narrated experiences or events.
	   f. Use precise words and phrases and use sensory details to convey experiences and events.
	   g. Apply language standards addressed in the Foundational Literacy standards.

4	**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.
	   a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters.
	   b. Organize an event sequence that unfolds naturally and logically.
	   c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	   d. Use a variety of transitional words and phrases to manage the sequence of events.
	   e. Provide a conclusion that follows from the narrated experiences or events.
	   f. Use precise words and phrases and use sensory details to convey experiences and events.
	   g. Apply language standards addressed in the Foundational Literacy standards.

3	**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.
	    a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.
	    b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.
	    c. Use temporal words and phrases to signal event order.
	    d. Provide a sense of closure.
	    e. Apply language standards addressed in the Foundational Literacy standards.

2	**2.W.TTP.3** Write narratives recounting an event or short sequence of events.
	    a. Include details to describe actions, thoughts, and feelings.
	    b. Use time order words to signal event order.
	    c. Provide a sense of closure.

1	**1.W.TTP.3** With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.
K	**K.W.TTP.3** With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.

	WRITING STANDARDS: Production and Distribution of Writing – Standard 4
	W.PDW.4

Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

GRADE SPAN	STANDARDS
11-12	**11-12.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
9-10	**9-10.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
8	**8.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
7	**7.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
6	**6.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5	**5.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
4	**4.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
3	**3.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
2	**2.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
1	**1.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
K	**K.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

	WRITING STANDARDS: Production and Distribution of Writing – Standard 5
	W.PDW.5

	Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE SPAN	STANDARDS
11-12	**11-12.W.PDW.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)
9-10	**9-10.W.PDW.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)
8	**8.W.PDW.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 8.)
7	**7.W.PDW.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 7.)
6	**6.W.PDW.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)
5	**5.W.PDW.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)
4	**4.W.PDW.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 4.)
3	**3.W.PDW.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 3.)
2	**2.W.PDW.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.
1	**1.W.PDW.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.
K	**K.W.PDW.5** With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.

GRADE SPAN	STANDARDS
WRITING STANDARDS: Production and Distribution of Writing – Standard 6 W.PDW.6	
Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
11-12	**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.
9-10	**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.
8	**8.W.PDW.6** Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
7	**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 sitting as defined in W.1-3.
6	**6.W.PDW.6** 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.
5	**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.
4	**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.
3	**3.W.PDW.6** 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.
2	**2.W.PDW.6** With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.
1	**1.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.
K	**K.W.PDW.6** With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.

GRADE SPAN	STANDARDS
	WRITING STANDARDS: Research to Build and Present Knowledge – Standard 7
	W.RBPK.7
	Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

GRADE SPAN	STANDARDS
11-12	**11-12.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
9-10	**9-10.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
8	**8.W.RBPK.7** Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.
7	**7.W.RBPK.7** Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.
6	**6.W.RBPK.7** Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
5	**5.W.RBPK.7** Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
4	**4.W.RBPK.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
3	**3.W.RBPK.7** Conduct short research projects that build general knowledge about a topic.
2	**2.W.RBPK.7** Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report.
1	**1.W.RBPK.7** Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions.
K	**K.W.RBPK.7** Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.

	WRITING STANDARDS: Research to Build and Present Knowledge – Standard #
	W.RBPK.8

Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

GRADE SPAN	STANDARDS
11-12	**11-12.W.RBPK.8** Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9-10	**9-10.W.RBPK.8** Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
8	**8.W.RBPK.8** Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7	**7.W.RBPK.8** Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6	**6.W.RBPK.8** Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
5	**5.W.RBPK.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
4	**4.W.RBPK.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
3	**3.W.RBPK.8** Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.
2	**2.W.RBPK.8** Recall information from experiences or gather information from provided sources to answer a question.
1	**1.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
K	**K.W.RBPK.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE SPAN	STANDARDS
11-12	**11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
9-10	**9-10.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
8	**8.W.RBPK.9** Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.
7	**7.W.RBPK.9** Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.
6	**6.W.RBPK.9** Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
5	**5.W.RBPK.9** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
4	**4.W.RBPK.9** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.
3	**3.W.RBPK.9** Include evidence from literary or informational texts, applying grade 3 standards for reading.
2	
1	
K	

WRITING STANDARDS: Range of Writing – Standard 10
W.RW.10

Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GRADE SPAN	STANDARD
11-12	**11-12.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
9-10	**9-10.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
8	**8.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
7	**7.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
6	**6.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
5	**5.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
4	**4.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
3	**3.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
2	**2.W.RW.10** With guidance and support from adults, engage routinely in writing activities to promote writing fluency.
1	**1.W.RW.10** With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.
K	**K.W.RW.10** With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

Glossary

The purpose of this glossary is to provide clarification on terms embedded in the ELA content standards.

Active Voice: in *active voice,* the subject performs the action expressed by the verb: "The student wrote an essay" (contrast with *passive voice*: "The essay was written by the student").

Adage/Proverb: an old or well-known saying that expresses a truth.

Aesthetic Impact: pertaining to an author's intentional decisions to use words or images that directly impact the artistic appeal.

Affix: a *morpheme* or meaningful part of a word attached before or after a *root* to modify its meaning; a category that subsumes *prefixes*, *suffixes*, and infixes.

Allegory: a story, poem, or picture that can be interpreted to reveal a hidden and/or symbolic meaning.

Allusion: a textual reference to another literary, political, mythological, or religious contemporary work, text, or event.

Alphabetic Code: specifies that letters, singly and in combination, represent single speech sounds.

Alphabetic Principle: the principle that letters are used to represent individual *phonemes* in spoken words.

Alphabetic Writing System: a system of symbols that represents each consonant and vowel sound in a language.

Analogy: a comparison between two things to help explain or illustrate one or both of them.

Anglo-Saxon: Old English; a Germanic language spoken in Britain before the invasion of the Norman French in 1066.

 Archetype, Literary: universal patterns and symbols in stories and mythologies regardless of culture or historical period (e.g., the hero's journey, star-crossed lovers, etc.).

Argumentation:
- **Aristotelian:** writer uses logic to state his/her *claim*, appeal to the reader's rationale with factual *evidence*, anticipate *counterclaims*, offer a *rebuttal*, and offer an effective conclusion persuading the audience to accept the writer's *point of view*.

- **Rogerian:** writer focuses on finding common ground with the audience with four main parts: 1) state the problem and the effects to both parties; 2) sympathize with the reader's *point of view*; 3) present writer's *point of view* clearly and with *evidence*; 4) present a compromise.
- **Toulmin:** writer grounds the *claim* in truthful data, links the grounds to the *claim* (*warrant*), backs up the *warrant*, may or may not address *counterclaims*, and offers *rebuttals.*

Audio-visual Elements: non-paper items that involve sight and sound.

Author's Choice: intentional decisions by an author that may impact meaning, style, development, formatting, conventions, and/or plot progression.

Auxiliary Verb: a component of the verb that adds functional or grammatical elements to the clause; to express tense, aspect, modality, *voice*, or emphasis.

Base Word: a free *morpheme* to which an *affix* can be added.

Central Idea: not to be confused with subject or topic, the central idea(s) is the focused idea of a specific text; it is expressed as a complete thought and is directly tied to the text, highlighting the author's main point(s); it is synonymous with main idea (Example from *Charlotte's Web*: "Charlotte and Wilbur forge an unlikely friendship which ultimately saves Wilbur's life"; example from The Gettysburg Address: "The sacrifices of those who died on the battlefield of Gettysburg were made to preserve the principles of human equality and self-government as set forth in *the Declaration of Independence*.")

Citation: the means of acknowledging the *source* of *evidence*; this refers to both in-text parenthetical *citations*, as well as the works cited section at the end of the paper. The style of *citation* (APA, MLA, or Chicago, for example) should reflect the discipline of the topic.

Cite: to quote or refer to a *source*, as used to support a statement or *claim.*

Claim: to state or assert that something is true; in the standards, it can be used synonymously with "thesis".

Clause: a group of words containing a subject and a predicate.

Close Reading: (Vanderbilt Peabody College, The Iris Center) intensive, thorough, and methodical analysis of a text passage to determine its key *ideas* and supporting details, as well as to gain a deeper understanding of the overall text.

Closed Sound: a *consonant* made with obstruction of air by the tongue, teeth, or lips as it is pushed through the vocal cavity.

Cluster: adjacent *consonants* before or after a vowel; a *consonant* blend.

Cohesion: the action of creating a unified whole.

"Cold" Read: a text given to students to read for which they have not been prepared.

Colloquial Expressions: informal sayings (e.g., "easy come, easy go"; "mark my words").

Complex Sentence: one or more dependent *clauses* with an independent *clause*.

Compound Sentence: two equally weighted, independent *clauses* joined by a *conjunction*.

Concept: (to explore how *idea* and *concept* differ) a developed principle or procedure created by a group of individuals.

Conjunction: a word (such as those in the acronym FANBOYS: *for, and, not, but, or, yet, so*) that joins parts of a sentence together.

Connotation: the emotional value of the words; the subtext.

Consonant: a *phoneme* (speech sound) that is not a *vowel*, and that is formed with obstruction of the flow of air with the teeth, lips, or tongue; also called a *closed sound.* The English language has 21 *consonant* letters and 25 *consonant phonemes*.

Consonant Digraph: a *consonant* letter combination that represents one speech sound that is not represented by either *consonant* letter alone.

Counter/Opposing Claim: a *claim* made to offset another *claim*, sometimes the opposition's *claim.*

Critical Summary: a concise review of a text (e.g., article, book, digital text) that combines an *objective summary* (to convey *main ideas*) and a critical comment that involves analysis and evaluation of the text.

CVC: *Consonant-Vowel-Consonant* patterns present within words.

Decodable Text: text in which a high proportion (80-90 percent) of words comprise *sound-symbol* relationships that have already been taught; used for the purpose of providing practice with specific *phonics* or word-recognition skills; text that provides opportunities to apply learned *phonics* skills during reading.

Denotation: the technical meaning of the words; the literal meaning.

Delineate: to determine the exact boundary or distinction of the argument or discussion.

Dependent Clause: a subject and predicate joined with a *conjunction* to the main or *independent clause*.

Dialects: mutually intelligible versions of the same language with systematic differences in *phonology*, word use, and/or grammatical rules.

Digraphs: a two-letter *consonant* combination that stands for a single *phoneme* in which neither letter represents its usual sound (e.g., "th," "ph").

Diphthong: a *vowel* sound produced by the tongue shifting position during articulation; a *vowel* feels as if it has two parts, especially the *vowels* spelled out "ou" and "oi"; some linguistics texts also classify all tense (long) *vowels* as *diphthongs.*

Discourse: how we combine sentences to communicate *ideas*; conversation.

Diverse Formats/Media: the variety of outlets or tools used to communicate information or data. Examples of *media* include but are not limited to print (books, magazines, newspapers), music, video, and works of art.

Diverse Texts: a variety of texts in terms of complexity, *genre*, length, style, and authors.

Double Negative: two negative words or word parts used in a sentence that results in a positive meaning (e.g., "We were never as unprepared as we were that day.").

Domain Specific Vocabulary: vocabulary that is specific to a particular field of study.

Downtoner: a degree adverb that decreases the effect of the modified item (e.g., slightly, somewhat, quite).

Effectiveness: a measure of quality, not quantity; accomplishing a task well.

Encoding: producing written symbols for spoken language; also, spelling by sounding out.

Etymology: the study of word origins and history.

Edit: to address problems with spelling, grammar, and punctuation on a sentence level.

Evidence: quotes or references to a passage that support *claims* or statements.

Figurative Language: words or phrases with non-literal meanings used for comparisons or clarity, usually evoking strong images.

Form: refers to the defining structural characteristics of a work, especially a poem (i.e., meter and rhyme scheme).

Formal Style: style characterized by complex, objective, and precise use of language.

Formatting Features: also known as *text features.*

Gap-filling Inferences: the ability of the reader to make connections (*inferences*) between actual words in a text and their underlying meanings.

General Academic Words and Phrases: high frequency words used by mature language users; typically found in writing (as opposed to *domain-specific* words, which are integral to specific content areas).

Genre: this term can refer broadly to the general category that a literary work falls into (drama, poetry, fiction, nonfiction) or more specifically to a certain subset of literary works grouped together on the basis on similar characteristics.

Glide: a type of speech sound that *glides* immediately into a *vowel*; examples include /y/, /w/, /h/.

Gradual Release: removal of *scaffolding* to move students toward *independence.*

Grapheme: a letter or letter combination that spells a *phoneme*; can be one, two, three, or four letters in English (e.g., "e," "ei," "igh," "eigh").

Idea: a spontaneous thought developed in isolation as contrasted with a *concept,* which is developed through collective research, collaboration, or authoritative confirmation.

Idioms: phrases or fixed expressions that have *figurative* or nonliteral meanings ("It's raining cats and dogs.").

Imperative Mood: *imperative* means "expressing an order." The *imperative mood* is a category of verb forms used to express orders, instructions, commands, or requests (e.g., "Put that down, please"; "Go to bed").

Independent(ly): a student performance completed at an accepted level of proficiency without *scaffolding* from a teacher, other adult, or peer; see *scaffolding.*

Independent Clause: a complete sentence made up of a noun phrase and a verb phrase that can stand alone.

Indicative Mood: *indicative* means "stating a fact." The *indicative mood* is a category of verb forms that we use to state facts (e.g., "It will rain today"; "Angela runs after school").

Integrate: when used in writing and/or research, *integration* includes sorting information, developing relationships to existing texts, and, ultimately, conveying new meaning through the synthesis of ideas.

Inference: our perceptions of the meanings of words that are unstated.

Integrated Mental Model: a detailed understanding of what a whole text means and how the parts are related to the whole.

Inter-sentence Extraction of Meaning: the ability of the reader to understand the meaning found between sentences.

Interpretations: explanations of meanings; they depend on *inferences* (perceptions of meanings that are unstated) and on stated meanings.

Intra-sentence Extraction of Meaning: the ability of the reader to understand the meaning found within a sentence.

Irregular Word: a word whose spelling or pronunciation does not conform to the system of *sound-symbol correspondence* or *syllable* patterns.

Irony, Dramatic: tension created by the contrast between what a character says or thinks and what the audience knows to be true; as a result, some words and actions take on different meaning for the audience than for the characters.

Irony, Situational: a discrepancy between what seems fitting or expected and what actually happens.

Irony, Verbal: a figure of speech that occurs when a speaker or character says one thing but means something else, or when what is said is the opposite of what is expected, creating a noticeable incongruity. *Sarcasm* is one form of *verbal irony* with express purpose of being derisive.

Lexicon: a dictionary or compilation of words; also, the mental dictionary in every person's linguistic processing system.

Literary Archetypes: universal patterns in all stories and mythologies regardless of culture or historical period (ex., the hero's journey, the evil stepmother, star-crossed lovers, etc.). *Definition source (not examples)-Carl Jung.*

Literary Nonfiction: a genre of literature in which literary techniques are employed in the development of nonfiction texts such as the personal essay, personal memoir, and works of creative nonfiction.

Liquids: a type of sound pronounced as a *consonant* at the beginning of words or *syllables*, and as a *vowel* at the end of words or *syllables* (e.g., /l/, /r/).

Logical/Logically: a systematic approach to developing or evaluating an *argument* using *concepts* such as reliability, credibility, or validity.

Main Idea: see "central idea"; the standards use the term "main idea" in the early grades and "central idea" in the middle and upper grades; the terms are synonymous.

Medium: a particular format for conveying information (for example, a digital *medium* could include blogs, podcasts, and a variety of platforms for communication).

Metaphor: implied comparisons; comparisons between two different things in order to show how they are similar (e.g., heart of stone, river of tears, the world is a stage).

Metaphor, Extended: a *metaphor* that continues over several lines or throughout an entire work.

Mode of Writing: types of writing such as informative/explanatory, narrative, and argumentative/opinion.

Mood (Reading): the feeling that the writer creates for the reader through imagery and diction; not to be confused with *tone.*

Mood (Verb): a way to express the attitude of the speaker (see *imperative*, *indicative*, and *subjunctive mood*).

Morpheme: an indivisible unit of meaning; a *prefix*, *suffix*, *root*, or *base*.

Morphology: the study of meaningful units in language and how they are combined.

Multisyllabic: having more than one *syllable.*

Multimedia: the combination of differing forms of communication from a variety of audio and visual outputs such as images, full-motion videos, and sound recordings.

Narrative: text that tells about the sequence of events, usually with the structure of a story, fiction or nonfiction; often contrasted with expository text, which reports factual information and the relationship among *ideas* (Example of nonfiction narratives: memoir, research methodology, personal statement for applications).

Nasal Blends: blends with sounds that resonate through the nose (e.g., *-mp, -nd, -nt*).

Nasal Phoneme: a *phoneme* that directs resonance through the nose; in English, /n/, /m/, or /ng/ are *nasal phonemes.*

Negations: adjectives that denote the absence of something; words that begin with a negative *prefix* (e.g., *un-* or *ir-*).

Node: the words within sentences when analyzed in a *Parse Tree.*

Nominalizations: nouns that are related to verbs or adverbs morphologically and are said to be derived from the verb or adverb.

Nonrestrictive Elements: additional information about a subject or object in a sentence; removal of a *nonrestrictive element* would not alter the meaning of the rest of the sentence.

Noun phrase: the subject of a sentence; contains the "naming part" (also referred to as the "who" or "what" portions are the sentence).

Nuance: subtle variation in meaning, expression, or *tone.*

Objective Summary: a conveying of the *main ideas* of a text (or part of a text) that remains neutral and unbiased (i.e., does not convey the writer's opinion).

Onset-rime: the natural division of a *syllable* into two parts, the onset coming before the *vowel* and the *rime* including the *vowel* and what follows it (e.g., *pl – an, shr – ill*).

Orient the Reader: in narrative writing, establishing a situation and introducing a narrator.

Orthography: a writing system for representing language.

Paraphrase: to express the meaning of (the writer or speaker or something written or spoken) using one's own words, especially to achieve greater clarity.

Parse Tree of Sentences: a syntactic tree representing a sentence to study the complexity of the *nodes*, or words and their functions, within the sentence.

Passive Voice: in *passive voice*, the one performing the action is named after the verb or not named at all (e.g., "The book was read by the students"; "The coffee cup was drained").

Phoneme: a speech sound that combines with others in a language system to make words.

Phonics: the study of the relationships between letters and the sounds they represent.

Phonological Awareness: metalinguistic awareness of all levels of a language's speech-sound system, including word boundaries, stress patterns, *syllables*, *onset-rime* units, and *phonemes*.

Phonology: the rule system within a language by which *phonemes* can be sequenced and uttered to make words.

Phrase: a natural group of words that work together to fill a slot within a sentence frame.

Plot Structure: the sequence of events in a story.

Point of View: the position or perspective conveyed or represented by an author, narrator, speaker, or character; chiefly in literary texts, the narrative *point of view* can be labeled (as in first- or third-person narration); in literary nonfiction, the *point of view* might also be the perspective.

Prefix: a *morpheme* that precedes a *root* and that contributes to or modifies the meaning of a word; a common linguistic unit in Latin-based words.

Print and Digital Texts/Sources: although the word "text" can be applied to multiple *mediums* (including print-based and digital formats with a variety of multimodal qualities such as audio, video, and text), *print and digital texts/sources* denotes particular instances where the standard is likely to be applied to electronic as well as traditional texts.

Prompting and Support: when the teacher uses questions, prompts, and cues to guide the student to mastery.

Prose: written or spoken language in its ordinary form, without metrical structure.

Prosody: the rhythms and patterns of sounds in spoken language; expression.

Purpose: the reason for writing a text, and/or author intent and message. It is the varied *purposes* of a *rhetorical* situation that determine how an author communicates a text and how audiences receive a text. Most texts are written to fill a broader *purpose* (e.g., to persuade, to inform, to argue, to define, to describe, etc.).

Quantitative(ly): a type of measurement often contrasted with qualitative measures, *quantitative* measures often employ mathematical principles such as the statistical evaluation of texts.

Reading Fluency: speed and accuracy of oral reading; the ability to read text with sufficient speed to support comprehension.

Rebuttal: a refutation or denial.

Revise: to review the paper as a whole, considering strengths and weaknesses, *arguments*, focus and organization, support, and voice.

Rhetoric: a style of speaking or writing, especially the language of a particular subject; verbal communication, discourse.

Rhetorical Analysis: the study of using language effectively and persuasively.

Rhyme: a word pattern that reflects the same sound sequence at the ends of words (e.g., *tail/pail/sale*; *hat/cat/bat).*

Rime: the last *syllable* of a word that includes the *vowel* and any final *consonants* (e.g., "at" in *sat;* "ee" in *tree*).

Root: a bound *morpheme*, usually of Latin origin, that cannot stand alone but that is used to form a family of words with related meanings.

Sarcasm: the use of words that mean the opposite of what the speaker really means, especially in order to insult/offend, show irritation, and/or be funny; *ironic* language.

Satire: the use of *irony, sarcasm*, and/or ridicule to expose and denounce evil, greed, foolish behavior, and/or lack of judgment; a literary work in which human foolishness or vice is attacked through *irony*, derision, or wit.

Scaffold(ing): the use of a variety of instructional techniques to move students progressively toward stronger understanding and, ultimately, greater *independence* in the learning process.

Schwa: the "empty" *vowel* in an unaccented *syllable*, such as the last *syllables* of *circus* and *bagel.*

Semantic Gradients: *("Shades of Meaning)* looking at the nuance of meaning among groups of words; often a semantic gradient has antonyms, synonyms, or morphological elements at each end of a continuum, and the words that fill in the middle escalating or de-escalating to the other end complete the gradient; also referred to analyzing the *shades of meaning* among words (Example: exclaim, shout, yell, scream) (Blachowicz & Fisher, 2006).

Semantics: the study of words and phrase meanings.

Sensory Language: making references and appealing to the senses through *word choice* and details.

Sentence Structure: the system of permissible word order and structures in a language; also known as *syntax*.

"Shades of meaning": *(Semantic Gradients)* looking at the nuance of meaning among groups of words; often referred to as a *semantic gradient,* the continuum has antonyms, synonyms, or morphological elements at each end, and the words that fill in the middle escalating or de-escalating to the other end complete the gradient (Example: exclaim, shout, yell, scream) (Blachowicz & Fisher, 2006).

Short Research: an inquiry intended to address a narrowly-tailored question using one or more *sources* in a brief period of time, as in a few class periods or a week of instructional time.

Sight Word: a word that is recognized instantly without the reader having to sound it out; may be regular or irregular.

Silent Letter Spelling: a *consonant grapheme* with a silent letter and a letter that corresponds to the vocalized sound (e.g., "kn," "wr," "gn").

Simple Sentence: one *independent clause* with a subject and predicate.

Sound-Symbol Correspondence: same as *phoneme-grapheme* correspondence; the rules and patterns by which letters and letter combinations represent speech sounds.

Source/Source Material: a text (book, article, letter, interview transcript, etc.) that supplies information; used largely for informational purposes, as in research.

Stop: a type of *consonant* that is spoken with one push of breath and not continued or carried out (e.g., /p/, /b/, /t/, /d/, /k/, /g/).

Stretch-Text: a text that is somewhat beyond the student's comfort zone but manageable with *scaffolding* and several opportunities to reread.

Subjunctive Mood: *subjunctive* means "subordinate" (less important than something else) or "dependent" (needing something/someone else). The *subjunctive mood* is a category of verb forms that we use to express things that are not facts: wishes, possibilities, doubts, suggestions, conditions, etc. (e.g., "You should listen to me"; "I would go if I could").

Sufficient: enough to accomplish the task.

Suffix: a derivational *morpheme* added to a *root* or *base* that often changes the word's part of speech and that modifies its meaning.

Summary: a brief statement of the main points or events in the text; requires students go beyond chronological order and determine the main points in a text and evaluate which supporting details most strongly support the main points (Example from *Charlotte's Web*: "After having his life spared by Fern, pet pig Wilbur grows up in uncle Zuckerman's farm where he meets a spider named Charlotte who becomes his friend and ultimately save his life.")

Sustained Research: an inquiry intended to address one or more relatively expansive questions using several *sources* over an extended period of time, as in a few weeks of instructional time.

Syllable: the unit of pronunciation that is organized around a *vowel*; it may or may not have *consonants* before or after a word.

Syntax: the system of permissible word order and *sentence structures* in a language.

Synthesize: to combine a number of *ideas* or information into a coherent whole.

Text Complexity: the level of sophistication in a text (in terms of content, intellectual engagement, and student readiness); *text complexity* can be measured through a three-part assessment that pairs qualitative and *quantitative* measures with reader-task considerations.

Text Complexity Band: a range of text sophistication corresponding to grade spans within the standards; specifically, the spans from grades 2-3, grades 4-5, grades 6-8, grades 9-10, and grades 11-12.

Text Features: components which bring attention to important information in texts (fiction, nonfiction, digital, etc.), and include, but are not limited to, table of contents, glossary, index, chapter titles, headings, captions, footnotes, etc.

Text Structures: organizational patterns found within various text types (e.g., argumentative texts may have a compare/contrast structure; informational/expository texts may have a sequence, problem/solution structure; narrative texts may have a chronological or dramatic structure).

Textual Evidence: facts, figures, details, quotations, or other sources of data and information that provide support for *claims* or an analysis; should appear in a form and be derived from a *source* widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.

Theme: the overarching message, abstract idea, or universal truth that emerges from a literary text's treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. (Example from *Charlotte's Web: "*True friendship can endure challenges.*")

Tone: the author's attitude toward the subject.

Transcription: the translation of language into conventional written symbols (spelling, punctuation, spacing, capitalization).

Types of Text: see *text structures.*

Unvoiced Consonant: a speech sound that is spoken without engaging the vocal cords.

Valid Reasoning: sensible, fair, logical reasoning.

Verb Phrase: the predicate; the "action part" of a sentence; it tells us that the subject is doing, was doing, or will be doing.

Voice: in grammar, the quality of a verb that indicates whether its subject acts (see *active voice*) or is acted upon (see *passive voice*). In writing, *voice* is the quality that makes an author's writing unique and which conveys an author's attitude, personality, and character. In literature, *voice* is the characteristic speech and thought patterns of a first-person narrator; a persona.

Voiced Consonant: a speech sound that is spoken with the vocal cords activated; also called a "sounded" *consonant* or a "noisy" *consonant.*

Vowel: one of 15-18 *vowel phonemes* in English, not including *vowel*-r combinations; an open *phoneme* that is the nucleus of every *syllable*; classified by tongue position and height (e.g., high-low, front-back).

Warrant: the chain of reasoning that links the *evidence* to the *claim.*

"When developmentally appropriate": a skill that requires students to see many models and practice with guidance before being released to *independence*; some students will be ready to be released to *independence* and others will continue to need teacher guidance even at grade-level proficiency.

"With guidance and support": following explicit instruction and modeling, students practice with continued guidance and support from adults.

Word Choice: the vocabulary a writer chooses to convey meaning; usually refers to the use of *sensory/figurative language* (e.g., simile, metaphor), descriptive words, and appropriate, relevant vocabulary to convey purpose, meaning, and *tone* to various audiences.

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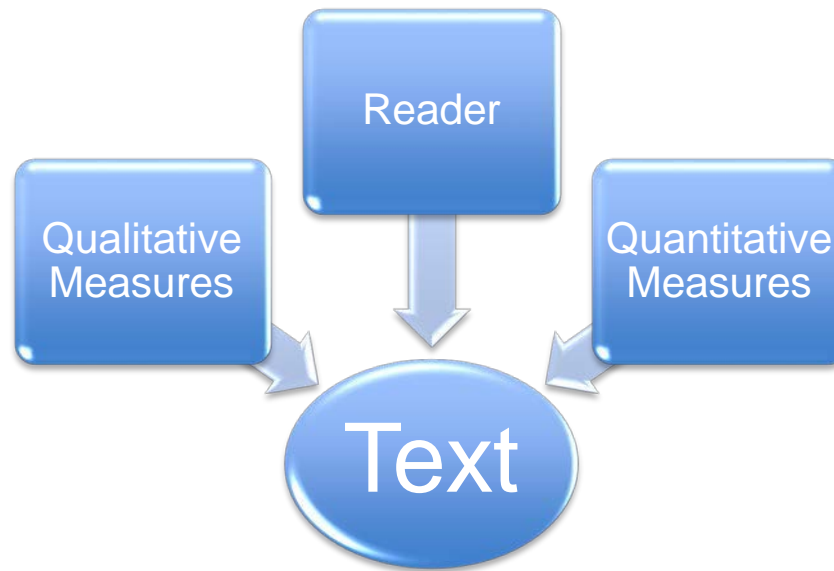
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Tennessee Text Complexity Framework

Teachers, working collaboratively through their PLCs, might use this document as guidance for making decisions about how to select appropriate texts for their classroom instruction. Specific text selections are curriculum decisions, which are made at the local level.

Tennessee Text Complexity Quantitative Measures

Metric	Measure
The Lexile Framework® (Metametrix)	Word frequency, Sentence Length
ATOS	Word Length, Word Grade Level, Sentence Length, Book Length
Degrees of Reading Power® (Quester)	Word Length, Word Difficulty, Sentence Length, Within-Sentence Punctuation
SourceRater (ETS)	Word Frequency, Word Length Word Meaning features (concreteness, imageability, etc…), word syntactic features (tense, part of speech, proper names, negations, nominalizations, etc…), word types (academic verbs, academic downtoners, academic word list), sentence length, paragraph length, within-sentence and between-sentence cohesion measures, number of clauses (including type and depth), text genre: informational, literary, or mixed
Reading Maturity (Pearson)	Pearson Word Maturity Metric, Word Length (e.g. syllables per word), Sentence-length, Within-sentence Punctuation, Within and between-sentence coherence metrics, Sentence and paragraph complexity (e.g., perplexity), order of information
Flesch-Kincaid[8]	Reading ease based on the number of words in a sentence and the number of syllables in the words

Tennessee Grade Band	The Lexile Framework®	ATOS	Degrees of Reading Power®	SourceRater	Reading Maturity	Flesch-Kincaid[8]
2nd – 3rd	420 – 820	2.75 – 5.14	42 – 54	0.05 – 2.48	3.53 – 6.13	1.98 – 5.34
4th – 5th	740 – 1010	4.97 – 7.03	52 – 60	0.84 – 5.75	5.42 – 7.92	4.51 – 7.73
6th – 8th	925 - 1185	7.00 – 9.98	57 – 67	4.11 – 10.66	7.04 – 9.57	6.51 – 10.34
9th - 10th	1050 – 1335	9.67 – 12.01	62 – 72	9.02 – 13.93	8.41 – 10.81	8.32 – 12.12
11th – 12th	1185 – 1385	11.20 – 14.10	67 - 74	12.30 – 14.50	9.57 – 12.00	10.34 – 14.2

Additional Resources to Match Reader to Text

REAP (Carnegie-Mellon)	Word Frequency, Word Length, Sentence Length Sentence Count, Parse Tree of Sentences and Paragraphs, Frequency of Node Elements	REAP does not analyze text, but it will analyze student skills and interests and match them to texts on the Web.
Coh-Metrix: University of Memphis	Word frequency, word length, word meaning features (concreteness, imageability, number of senses, etc…), word syntactic features (part of speech, negations, etc…), sentence length, sentence complexity, paragraph length, within-sentence and between-sentence cohesion measures	Coh-Metrix does not provide a single number for measurement, but its text analyzer can generate helpful information about the challenges of a text. It will generate a Flesch-Kincaid grade level.

Caveat to Selecting Grade-Appropriate Texts

The Standards call for students to read within the range throughout the grade-band. The quantitative measures are only one-third of the decision-making process when selecting texts, and careful consideration needs to be given to the other qualitative measures, which include the text itself, inter-textual complexity, task complexity, and reader considerations (see below). As students move through the grade-band, they should experience supportive texts in the lower ends of the range to prepare them for the more challenging texts in the upper ends of the range. Some texts, such as poems are drama, are not suitable for quantitative measures, yet they are central genres to developing student awareness of word power and syntax.

At the K-1 grade band, complex text is accessed primarily through read-aloud because students are not generally able to read with sufficient fluency to allow them to read complex texts independently. Independent reading is developed with students below the 2nd-3rd grade band through decodable and leveled texts.

Tennessee Text Complexity Qualitative Measures

Measure	Definition/Guiding Questions
Text Complexity	One measure to consider when judging the complexity of a text is the text itself—what is the genre of the text? What genre conventions or text features has the author employed (or not employed) in writing the text? What is the text's structure (e.g., nonlinear plot structure, multiple narrators, etc.)? How is the text organized? The text's purpose? How does the form of the text fit its function? What ideas are presented in the text? Are there multiple levels of meaning in the text? Is the theme of a literary work implicit or explicit? Is the theme complex? What language is used in the text (e.g., vernacular, Standard English, etc.) and to what purpose? What is the tone/mood of the text? Is the language sophisticated (e.g., use of figurative language, purposeful word choice, sophisticated syntax, etc.)? Are there graphics or images in the text? If so, how do the graphics/images work in conjunction with print/words to shape meaning? Is the text authentic—in other words, is the literature in the language, form, and length as originally published? Is the text one that people would encounter in daily life (e.g., books, magazines, newspapers)?
Inter-textual Complexity	Inter-textuality can be defined as the shaping of a text's meaning by another text. Examples of inter-textuality are allusion and parody. Inter-textuality is expressed by considering the relationship that exists between multiple works of literature. For example, James Joyce's *Ulysses* shares an inter-textual relationship with Homer's epic poem, *The Odyssey*, just as *Frankenstein* shares an inter-textual relationship with the Greek myth of Prometheus. When considering this measure in text selection, consider how texts build on each other and connect to one another. When texts have inter-textual relationships, how does the relationship deepen understanding? When considering text selection, think about what texts have already been taught, and what texts will be taught in the future--what relationship does the text have with other texts? What inter-textual knowledge can be created and built upon?
Task/Interpretive Complexity	Another important measure to consider when making text selection decisions is what interpretive work readers will be expected to do with the text. Text complexity not only includes the number of words or sophisticated themes in a text—it also includes what students are asked to do with the text. As example, a political cartoon is a complex text if students are engaged with the text and reading it closely, negotiating the images and words to construct meanings, and using text-based evidence to support interpretations.

Tennessee Text Complexity Reader and Task Considerations

Reader Considerations	Readers of the text must also be considered when making text selection decisions. Are readers likely to be interested in the situation, theme, topic, issue, or subject matter of the text? What prior background knowledge or experience will readers need to successfully access and comprehend the text? Do readers already have this background knowledge and experience? What cultural details will students need to know to access/engage with/comprehend the text? What vocabulary will readers need to know to access and comprehend the text? Will readers need to know domain-specific (specific to a discipline) vocabulary? Do readers have vocabulary and inferential skills necessary to comprehend the text? How much support will readers need to access/comprehend the text? Does the text have potential to stimulate thought and good discussion among readers? Does the text raise issues or questions likely to inspire readers to further reading, writing, and research? Are readers mature enough to deal with the subject matter?
Task Considerations	Before selecting a text, teachers need to know the culminating task and make sure that the text lends itself to the complexity of the task. What learning experiences must students have to lead them toward successful completion of the culminating task? With what kind of grouping structure will the students engage when analyzing this text? What do the annotations look like? Will they be done with guidance or independently? How many models have students seen with the type of task they are going to be asked to do? What kinds of thinking and problem solving will students have to use to fully access the text?