

Tennessee ELA Standards 9-12

Language

| CSE-Conventions of Standard English | | VAU-Vocabulary Acquisition and Use | KL-Knowledge of Language |
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| | 9-10 | 11-12 | |
| 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. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention. | |
| 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. | 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. | |
| 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. | 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. | |
| 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. <ul style="list-style-type: none"> 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. | 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. <ul style="list-style-type: none"> 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. | |
| 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. | 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. | |
| 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. | 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. | |

Reading

KID–Key Ideas and Details

IKI–Integration of Knowledge and Ideas

CS–Craft and Structure

RRTC–Range of Reading and Level of Text Complexity

| | 9-10 | | 11-12 | |
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| | <i>Literature</i> | <i>Informational Text</i> | <i>Literature</i> | <i>Informational Text</i> |
| KID.1 | Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. | Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. | 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. | 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. |
| KID.2 | Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary. | Determine a central idea of a text and analyze its development; provide an objective or critical summary. | Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary. | Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary. |
| KID.3 | Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. | Analyze how an author presents and develops key ideas and events to impact meaning. | Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning. | 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. |
| 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. | 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. | 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. | 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. |
| 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. | Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. | Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact. | 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. |
| CS.6 | Analyze how point of view and/or author purpose shapes the content and style of diverse texts. | Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that | Analyze how point of view and/or author purpose requires distinguishing what is directly stated | Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to |

| | | point of view or purpose. | in texts and what is implied. | its effectiveness. |
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| IKI.7 | Evaluate the topic, subject, and/or theme in two diverse formats or media. | Evaluate the topic or subject in two diverse formats or media. | Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text. | Evaluate the topic or subject in multiple diverse formats and media. |
| IKI.8 | | Evaluate how reasoning and evidence affects the argument and specific claims in a text. | | Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text. |
| 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. | Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts. | Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics. | Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features. |
| RRTC.10 | <p>10) Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>9) 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.</p> | <p>10) Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>9) 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.</p> | <p>12) Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.</p> <p>11) 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.</p> | <p>12) Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</p> <p>11) 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.</p> |

Speaking and Listening

CC—Comprehension and Collaboration PKI—Presentation of Knowledge and Ideas

| | 9-10 | 11-12 |
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| 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 ideas clearly and persuasively. | 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 ideas clearly and persuasively. |
| CC.2 | Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source. | 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. |
| 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. | 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. |
| 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. | 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. |
| 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. | Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| PKI.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

Writing

TTP—Text Types and Protocol

RBPK—Research to Build and Present Knowledge

PDW—Production and Distribution of Writing

RW—Range of Writing

| | 9-10 | 11-12 |
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| TTP.1 | <p>1Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s). 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. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. Provide a concluding statement or section that follows from and supports the argument presented. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone. | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s). 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. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. Provide a concluding statement or section that follows from and supports the argument presented. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone. |
| TTP.2 | <p>2Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <ol style="list-style-type: none"> Provide an introduction that is relevant to the rest of the text and effectively engages the audience. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. 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. Provide a concluding statement or section that follows from and supports the information or explanation presented. Use appropriate formatting, graphics, and multimedia to aid comprehension. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone. | <p>2Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <ol style="list-style-type: none"> Provide an introduction that is relevant to the rest of the text and effectively engages the audience. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. 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. Provide a concluding statement or section that follows from and supports the information or explanation presented. Use appropriate formatting, graphics, and multimedia to aid comprehension. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone. |
| TTP.3 | Write narrative fiction or literary nonfiction to convey experiences and/or | Write narrative fiction or literary nonfiction to convey experiences and/or |

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| | <p>events using effective techniques, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. | <p>events using effective techniques, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. |
| 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.) | 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.) |
| 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.) | 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.) |
| 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. | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information. |
| 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. | 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. |
| PBPK.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. | 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. |
| PBPK.9 | Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 | 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, |

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| | standards for reading to source material. | avoiding plagiarism and following a standard format for citation. |
| RW.10 | Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. | Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. |