

TN ELA Standards Guide Grade 6

Language Standards

The language standards are fundamentally about the effective use of language in speaking and writing. It is critical that students recognize the connection between the use of language and its impact on meaning. In other words, grammar is not simply an abstract set of rules that governs communication but is rather a powerful tool by which a person can communicate meaning to others in impactful ways.

For each standard, reference the Language and Grammar Progression chart for skills and understandings from lower grade levels that students should retain or further develop as students advance through the grades and work with increasingly complex texts.

Standard 6.L.CSE.1		
<p>6.L.CSE.1 - Demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> 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. 		
Category: Conventions of Standard English		
Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • When writing or speaking, <i>explain the function of</i> standard English grammar and usage conventions. • When writing or speaking, <i>use</i> standard English grammar and usage conventions effectively. <p>Each of the components of the standard (listed a-d) appear for the first time at this grade level.</p>	<p>pronoun case - how a pronoun functions in a sentence</p> <ul style="list-style-type: none"> • subjective - functions as the subject of the verb • objective - receives the action of the verb • possessive - shows ownership <p>intensive pronouns - ends in “self” or “selves” and emphasizes a preceding noun or another pronoun</p> <p>pronoun antecedent - noun to which a pronoun refers, with which it should agree in number and person</p> <p>phrase - a natural group of words that work together to fill a slot within a sentence frame</p>	<p><i>In reading tasks:</i> Students may read an informational or narrative text that demonstrates sentence variety. After rereading the text, students could identify examples of simple, compound, and complex sentences within the text, and then describe the function of each sentence in the margins.</p> <p><i>In speaking/listening tasks:</i> In groups, students may discuss the function of important phrases and clauses in the text. Based on the discussion, students may add additional notes to the text’s margins.</p> <p><i>In writing tasks:</i> Students may write at least one simple, one compound, and one complex sentence in response to a writing prompt about a text they have read.</p>

	<p>clause - a group of words containing a subject and a predicate</p> <p>sentence structures:</p> <ul style="list-style-type: none"> • simple - one independent clause • complex - an independent clause and at least one dependent clause • compound - two independent clauses linked by a conjunction 	
--	---	--

Cornerstone Standard for L 1

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

Vertical Alignment

Grade Span	Standard
7	<p>7.L.CSE.1 - Demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> 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	<p>6.L.CSE.1 - Demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> 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.
5	<p>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.</p> <ul style="list-style-type: none"> 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 <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), 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.

Standard 6.L.CSE.2

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.

Category: Conventions of Standard English

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • When writing or speaking, <i>explain the function of</i> standard English capitalization, punctuation, and spelling conventions. • When writing or speaking, <i>use</i> standard English capitalization, punctuation, and spelling conventions effectively. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Explaining the function of commas, parentheses, and dashes to set off parenthetical elements • Correctly using commas, parentheses, and dashes to set off parenthetical elements 	<p>No terms need defining for this standard.</p>	<p><i>In reading tasks:</i> students may read a historically important speech and note the use of commas, parentheses, and dashes when these are important to the message. Students may then annotate and explain the connection to the message.</p> <p><i>In speaking/listening tasks:</i> after reading a historically important speech, each student may practice performing the speech by reading aloud in a small group, pausing appropriately for proper punctuation. Once each student in the group has read the text, the group may discuss how the speech’s punctuation impacted the meaning of the text and its delivery.</p> <p><i>In writing tasks:</i> students may write their own speech on a historical topic, focusing on the use of proper punctuation to develop the flow of the speech.</p>

Cornerstone Standard for L 2

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

Vertical Alignment

Grade Span	Standard
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.
5	<p>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.</p> <ul style="list-style-type: none"> 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 <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence (<i>e.g., It's true, isn't it?</i>), 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.

Standard 6.L.KL.3

6.L.KL.3 - When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

Category: Knowledge of Language

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students use knowledge of language and its conventions to do the following:</p> <ul style="list-style-type: none"> • Recognize how language functions in different contexts • Make effective choices for meaning and style when writing or speaking • Aid comprehension when reading or listening <p>This standard is new at this grade level and asks students to move beyond mere knowledge of grammar and conventions to make effective choices for meaning and style as appropriate to the context. As students write or speak, they should focus on developing their own voice and using that voice effectively to accomplish the purpose as defined by the task and context.</p> <p>This standard is closely aligned with the following standards:</p> <ul style="list-style-type: none"> • W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • S&L 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. • S&L 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	<p>style - author’s or speaker’s way of communicating ideas - not only what is said but also <i>how</i> it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, etc.</p> <p>tone - expression of a writer’s or speaker’s attitude toward a subject</p>	<p><i>In reading tasks:</i> Students may review sentence structures and transitions that they have already learned in previous lessons and move on to read two anchor papers that exemplify written response items to essay prompts. One paper may rate high on the grading rubric and the other may rate low on the grading rubric. In their reading, students may reflect on the differences between the two anchor papers, focusing on the impact of sentence variety and transitions.</p> <p><i>In speaking/listening tasks:</i> Students could work in pairs or small groups to edit and revise the anchor paper that rated low on the grading rubric. In their revision, students could work to add sentence variety and fluid connections to the anchor paper and then present their revisions to the class.</p> <p><i>In writing tasks:</i> Students may be prompted to write a narrative, informative, or argumentative essay in response to reading another similar text from a lesson. After reading and discussing possibilities for sentence variety and better connections of ideas in sentences, students could be assessed on this standard as one component of their writing.</p>

Cornerstone Standard for L 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.

Vertical Alignment

Grade Span	Standard
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.
5	N/A

Standard 6.L.VAU.4

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.

Category: Vocabulary Acquisition and Use

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students determine the meaning of unknown and multiple-meaning words and phrases with the following strategies:</p> <ul style="list-style-type: none"> • Using context clues • Analyzing meaningful word parts • Consulting reference materials <p>This standard’s language stays the same through grades 6-12; what changes each year is the complexity of the texts to which students apply it.</p> <p>This standard works in tandem with standard RI/RL 4. Standard L 4 focuses more on strategies students can use to help them understand words and phrases in text. Standard R 4 focuses more on how words and phrases <i>function</i> within a text, specifically, how they impact meaning and tone.</p>	<p>phrase - a natural group of words that work together to fill a slot within a sentence frame</p> <p>morphological - the study of the structure of words, how they are formed, and their relationship to other words; includes the study of parts of words such as stems, root words, prefixes, and suffixes</p> <p>etymological - the study of the origin of words and the way in which their meanings have changed throughout history</p>	<p><i>In reading tasks:</i> Students may read a text and identify unfamiliar words or words that may have multiple meanings within the text. Students may analyze the parts of each word and annotate morphological elements or etymological patterns.</p> <p><i>In speaking/listening tasks:</i> Students may share their list of unfamiliar words or multiple-meaning words with a partner or group. Together they may reflect on the annotated word parts and list other related words that share similar morphological or etymological patterns. In discussion, students may use the related words they listed to determine a definition for the unfamiliar words or multiple-meaning words they had identified in the text.</p> <p><i>In writing tasks:</i> Students may respond to a writing prompt that asks them to answer a question based on the text they are reading. Students could exhibit their new word knowledge by accurately incorporating a number of the unfamiliar words they listed into their written response.</p>

Cornerstone Standard for L 4

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.

Vertical Alignment

Grade Span	Standard
7	<p>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.</p> <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.
6	<p>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.</p> <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.
5	<p>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.</p> <ul style="list-style-type: none"> 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.

Standard 6.L.VAU.5

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.

Category: Vocabulary Acquisition and Use

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • <i>Explain the function of</i> figurative language, word relationships, and subtle differences in word meanings. • <i>Effectively use</i> figurative language, word relationships, and subtle differences in word meanings. <p>This standard is closely aligned to RL/RI 4 in that it guides students to closely attend to the nuanced meanings of words in texts in order to discern their meaning and impact on the text. As students move toward a deeper understanding of why authors make choices regarding the use of figurative language or choose one word over another word with a similar denotation, students will increasingly be able to make similar choices in their own writing.</p>	<p>figurative language - language that uses words and phrases to express a meaning that is different from the literal meaning (e.g., a metaphor, allusion, etc.)</p> <p>word relationships - the relationship between particular words that contributes meaning to each word individually (e.g., cause/effect, part/whole, item/category, synonym/antonym)</p> <p>connotation - the idea or feeling elicited by a word, in addition to its literal or primary meaning.</p> <p>denotation - the precise, literal meaning of a word (i.e., definition), as opposed to the feelings or ideas the word might suggest (i.e., connotation)</p>	<p><i>In reading tasks:</i> Students may analyze magazine or newspaper articles that employ figurative language, perhaps specifically focused on one particular type of figurative language (e.g., similes).</p> <p><i>In speaking/listening tasks:</i> Students may discuss the impact of figurative language on an article’s intended audience.</p> <p><i>In writing tasks:</i> Students, after analyzing magazine or newspaper articles that employ figurative language, could add a paragraph or two to an article and use new examples of figurative language.</p>

Cornerstone Standard for L 5

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

Vertical Alignment

Grade Span	Standard
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.
5	5.FL.VA.7b - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> 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.

Standard 6.L.VAU.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.

Category: Vocabulary Acquisition and Use

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard encapsulates the end goal of the language standards: students become increasingly independent as they acquire and use a wide range of vocabulary to strengthen their reading and listening comprehension and to enhance their written or oral expression.</p>	<p>general academic - words and phrases that students encounter in academic study across multiple subjects and disciplines; also known as Tier 2 vocabulary</p> <p>domain-specific - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 vocabulary</p> <p>phrase - a natural group of words that work together to fill a slot within a sentence frame</p>	<p><i>In reading tasks:</i> Students may independently read a grade-level informational text, determining the meaning of unknown words and analyzing the effect of the author’s word choice.</p> <p><i>In speaking/listening tasks:</i> Students may work in groups to analyze connections among texts that address a similar topic or theme. Groups may be tasked with using tier 2 and 3 words to describe the connections and then share with the class.</p> <p><i>In writing tasks:</i> Students may write an informational essay using other texts as source material. During the writing process students may reflect on the vocabulary used in their source material and revise their word choice to further clarify and explain the content of their essays.</p>

Cornerstone Standard for L 6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vertical Alignment

Grade Span	Standard
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.
5	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.

TN ELA Standards Guide Grade 6

Speaking & Listening Standards

The Speaking and Listening standards serve, in part, as a bridge between the reading and writing standards. 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 standards enable students to actively participate in the meaning-making process when analyzing texts.

Standard 6.SL.CC.1		
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.		
Category: Comprehension and Collaboration		
Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Prepare for discussions by gathering textual evidence on the topic or issue • Use preparation to engage in discussions effectively by doing the following: <ul style="list-style-type: none"> • Building on others’ ideas • Expressing one’s own ideas clearly and persuasively <p>This standard focuses more on the “speaking” element of discourse in that students should be actively participating in the speaking portion of discussions, focusing on communicating ideas clearly and persuasively and citing textual evidence to support their ideas or claims.</p> <p>The intent of this standard is not only to provide students opportunities to engage others in meaningful discourse around grade-level topics and texts, but also to demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>collaborative discussions - one-on-one, group, and teacher-led discussions</p> <p>varied partners - a variety of discussion structures should be used to allow students opportunities to discuss topics and texts with a diverse group of students</p>	<p><i>In reading tasks:</i> Students may read a historical article and highlight and annotate key ideas for the purpose of preparing for a brief discussion on the text’s meaning and the author’s purpose.</p> <p><i>In speaking/listening tasks:</i> Students may engage in reciprocal teaching. They could take turns practicing comprehension strategies such as predicting, questioning, clarifying, and summarizing. Using note-taking tools provided by the teacher, students could maintain a written record of the conversation.</p> <p><i>In writing tasks:</i> Students, after reading and discussing a historical article, could apply their knowledge by writing an objective summary of another similar article.</p>

<p>Particular attention should be given to classroom culture for students to successfully practice this standard. Students need opportunities to participate in a discursive culture that affirms all participants, embraces differences in perspective, and cultivates growth in understanding.</p>		
--	--	--

<p align="center">Cornerstone Standard for SL 1</p>	
<p>Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.</p>	
<p align="center">Vertical Alignment</p>	
<p>Grade Span</p>	<p align="center">Standard</p>
<p align="center">7</p>	<p>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.</p>
<p align="center">6</p>	<p>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.</p>
<p align="center">5</p>	<p>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.</p>

Standard 6.SL.CC.2

6.SL.CC.2 - Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.

Category: Comprehension and Collaboration

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Analyze information in a variety of media formats to determine if it is credible and accurate Integrate information from a variety of media formats into a presentation or class discussion <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> Explain how the information being presented in each media format <i>contributes to</i> the topic or text under study <p>Standard SL 2 works in tandem with standard RL/RI 7 as students are interpreting and integrating information presented in a variety of formats.</p> <p>Standard SL 2 is closely aligned with standard SL 5. Whereas SL 2 focuses on the analysis and discussion of information found in various media formats, SL 5 focuses on students' use of multimedia in presentations to clarify information.</p> <p>SL 2 is a parallel standard to W 8. In both cases, students are integrating information presented in diverse media formats; in SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.</p>	<p>diverse media formats - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and works of art.</p> <p>source information - the information being presented in each diverse media format</p>	<p><i>In reading tasks:</i> Students could read a scientific article and analyze a map with information on the same topic. For example, they may read a science news article discussing the dangers facing the monarch butterfly in terms of habitat and migration patterns and explaining why many government agencies and organizations are working to protect and save monarch butterfly populations. They might then analyze a map that gives visual information about monarch habitats and migration patterns. They could use a graphic organizer to collect information from each and note similarities and differences.</p> <p><i>In speaking/listening tasks:</i> Students could work in groups to present to the class information from a pair of texts they had read and analyzed (e.g., a science news article about monarch butterfly populations and an accompanying map about habitats and migration patterns). Students could then evaluate each group's presentation and offer feedback, based on a teacher-provided rubric.</p> <p><i>In writing tasks:</i> Students may write an informative or argumentative essay responding to two texts they had read and discussed (e.g., a science news article about monarch butterfly populations and an accompanying map about habitats and migration patterns). They may be prompted to make a claim that encompasses both texts.</p>

Cornerstone Standard for SL 2

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

Vertical Alignment

Grade Span	Standard
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.
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.
5	5.SL.CC.2 - Summarize a text presented in diverse media such as visual, quantitative, and oral formats.

Standard 6.SL.CC.3

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.

Category: Comprehension and Collaboration

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Analyze an oral presentation of an argument to identify and evaluate the speaker’s point of view Analyze and evaluate the argument, including its claims, evidence, reasoning, and rhetoric <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> Distinguish between supported and unsupported claims <p>SL 3 is a parallel standard to RI 8. In SL 3, students are analyzing oral arguments; in RI 8, students are analyzing written arguments.</p> <p>Standard SL 3 also works closely with standards W 1 and 9. When students strengthen their ability to analyze arguments and how they are constructed, they improve their ability to write effective argumentative texts as well.</p>	<p>argument - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims).</p> <p>claims - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p>reasons/reasoning - statements of support for claims</p> <p>evidence - facts, statistics, quotes, or examples used to support reasons</p>	<p>In reading tasks: Students could read a historical speech, then listen to and/or watch the speech. As students listen to or watch the speech, they can annotate the printed text by identifying the claims, reasons, and evidence.</p> <p>In speaking/listening tasks: Students, after reading a historical speech and listening to it or watching it, could discuss in pairs or small groups a set of text-based questions that might consist of the following: What is the speaker’s argument? Is the speaker’s argument valid? Why or why not? Is the evidence valid that the speaker used to support the argument? Why or why not? How is the argument supported? Are the speaker’s claims based on facts and evidence? Are the speaker’s claims based on faulty logic? What information is factual? Are there any claims not supported by evidence?</p> <p>In writing tasks: Students, after reading a historical speech and listening to it or watching it, may write one or more paragraphs in response to a set of text-based questions that evaluate the speaker’s argument and evidence used for support.</p>

Cornerstone Standard for SL 3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Vertical Alignment

Grade Span	Standard
7	7.SL.CC.3 - Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.
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.
5	5.SL.CC.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Standard 6.SL.PKI.4

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.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Present information clearly, logically and engagingly • Ensure the presentation’s content, structure, and style are appropriate to the task, purpose, and audience <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Present claims and findings • Use appropriate eye contact, adequate volume, and clear pronunciation <p>Standard SL 4 is a natural extension of SL 3. In SL 3, students analyze oral presentations to determine point of view and the strength of the speaker’s argument; in SL 4, students construct and deliver their own oral presentations in a logical and engaging fashion. These practices work interchangeably to strengthen each other.</p> <p>SL 4 works closely with standard W 4. When students strengthen their ability to construct and deliver oral presentations, they also improve their writing ability.</p>	<p>claims - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p>findings - information that is discovered during an official examination of a problem, situation, or object</p> <p>main idea (central idea) - the focused idea or concept in a text; when expressed by students, main/central ideas should be in the form of a complete thought</p> <p>theme - an 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. Like a thesis, a theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a proposition such as “Courage is an honorable virtue, but it can lead to negative circumstances.” Sometimes a theme is directly stated in a work, and sometimes it is revealed indirectly. A single work may have more than one theme.</p>	<p>In reading tasks: In preparation for a speech, students may read an argumentative text and outline the ideas presented by the author, including their order and supporting details.</p> <p>In speaking/listening tasks: After reading one or more argumentative texts, students may present to the class the ideas in each text, paying special attention to making eye contact, using adequate volume, and enunciating clearly.</p> <p>In writing tasks: After presenting their speech to the class, students may use student feedback and questions to revise their speeches, paying special attention to whether they are adequately emphasizing descriptions, facts, and details that accentuate key ideas.</p>

Cornerstone Standard for SL 4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, the development, and style are appropriate to task, purpose, and audience.

Vertical Alignment

Grade Span	Standard
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.
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.
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.

Standard 6.SL.PKI.5

6.SL.PKI.5 - Include multimedia components and visual displays in presentations to clarify information.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Use multimedia to express information clearly and engagingly. <p>Note the word “strategic” in the Cornerstone standard. Students should not use technology merely for the sake of using technology, but instead select technology that enhances the content of and adds interest to the presentation.</p> <p>SL 5 works in tandem with standard RL/RI 7. In RL/RI 7, students analyze multimedia to determine the impact of the medium on the content presented. In SL 5, students use what they have learned in their multimedia analysis to make decisions of their own regarding how to use a particular medium to enhance an oral presentation.</p> <p>SL 5 works similarly to standard W 6. As appropriate to task, purpose, and audience, students should utilize technology to enhance and strengthen writing and oral presentations.</p>	<p>multimedia - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and visual art</p>	<p><i>In reading tasks:</i> Students may compare and contrast a poem to its multimedia version and analyze how the experience of reading differs from listening to or viewing it.</p> <p><i>In speaking/listening tasks:</i> After analyzing the poem in each medium, students could use what they have learned to compose their own multimedia presentation that explains how the experience of reading differs from listening to or viewing it. Emphasis should be given to clarity in each presentation.</p> <p><i>In writing tasks:</i> Students may write a reflection on the effectiveness of their own (or fellow students’) presentation and describe how the media used were successful or unsuccessful in adding interest to the presentation.</p>

Cornerstone Standard for SL 5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Vertical Alignment

Grade Span	Standard
7	7.SL.PKI.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.
6	6.SL.PKI.5 - Include multimedia components and visual displays in presentations to clarify information.
5	5.SL.PKI.5 - Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.

Standard 6.SL.PKI.6

6.SL.PKI.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Adapt speech as appropriate to the context and task • Use formal English proficiently when indicated or appropriate <p>An important component of this standard is the practice of code-switching, or alternating between two or more dialects or language varieties as appropriate to the social context or conversational setting.</p>	<p>formal English - language usage that demonstrates command of the conventions of standard English grammar and usage in more official or important contexts (e.g., presenting research findings). Formal usage generally consists of coherent organization, complex grammar and syntax, and sophisticated vocabulary. See Language standards 1 and 3 for grade-level expectations.</p>	<p><i>In reading tasks:</i> Students may read a story or poem that incorporates vocabulary from another language or a non-standard dialect. As they read, students may reflect on the author’s purpose for including vocabulary outside the standard English lexicon.</p> <p><i>In speaking/listening tasks:</i> Students may be given a variety of text excerpts that were written or spoken in different contexts. The teacher could withhold the original context and ask students to discuss in groups the possible context for each. Students may then describe how the language would be changed if given in a different context.</p> <p><i>In writing tasks:</i> Students may read a historical speech and be tasked with adapting that speech to be addressed to several different hypothetical situations and audiences. Students may discuss in groups the reasons for their language or style selections.</p>

Cornerstone Standard for SL 6

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

Vertical Alignment

Grade Span	Standard
7	7.SL.PKI.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
6	6.SL.PKI.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
5	5.SL.PKI.6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

TN ELA Standards Guide Grade 6

Reading Literature Standards

Standard 6.RL.KID.1

6.RL.KID.1 - Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What happens in this story, poem, etc.? • Which specific details are most important? • What topics, concepts, etc., are represented in the text, explicitly or implicitly? <p>This standard is the foundation of the reading standards in that it involves basic comprehension of the text.</p> <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> • Students analyze a text to determine what it says explicitly and implicitly. • When students speak or write their interpretation of the text, they cite textual evidence to support their conclusions. <p>This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should be citing textual evidence to support conclusions.</p>	<p>analyze - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p>inferences - conclusions drawn from evidence and reasoning</p> <p>evidence - words, sentences, paragraphs, stanzas, or sections of a text that are presented as support for the truth or validity of a conclusion or claim</p>	<p><i>In reading tasks:</i> Students may engage in partner reading of a poem, short story, or novel excerpt. Pairs of students could read the text for comprehension, and then take turns rereading the text, pausing to highlight portions that lead them to draw inferences about a focus question or prompt.</p> <p><i>In speaking/listening tasks:</i> After students read a text and annotate portions where they make important inferences, students may discuss those inferences in small groups. Students may use this discussion to evaluate the textual evidence that supports their inferences.</p> <p><i>In writing tasks:</i> Students may be tasked with writing an argumentative essay that analyzes a poem, short story, or novel. Students could utilize the inferences they made from the reading, annotation, and discussion of the text to generate a claim and then provide evidence within the essay that supports the claim.</p>

Cornerstone Standard for RL 1

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.

Vertical Alignment

Grade Span	Standard
7	7.RL.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.
5	5.RL.KID.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Standard 6.RL.KID.2

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.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What themes emerge from the text? What is a central idea of the text? • How does the theme/central idea develop over the course of the text? • What details contribute most to the theme or central idea's development? • What information is important to include in a summary? <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> • Students identify how a theme or central idea is introduced, how it is developed, and how it is supported with key details and features (e.g., plot, character, setting, etc.). • When students re-convey a theme or central idea in a summary, they must be able to do so objectively. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Analyzing the <i>development</i> of a theme or central idea • Writing an <i>objective</i> summary of the text 	<p>theme - an 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. Like a thesis, a theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a proposition such as "Courage is an honorable virtue, but it can lead to negative circumstances." Sometimes a theme is directly stated in a work, and sometimes it is revealed indirectly. A single work may have more than one theme.</p> <p>central idea (main idea) - in literature, a central idea is a prominent idea that is specific to a given text. When expressed by students, central/main ideas should be in the form of a complete thought. (Example from <i>The Hobbit</i> – Although Bilbo Baggins' companions became corrupted by greed on their journey, Bilbo showed through his actions what it means to be honorable.")</p> <p>analyze - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p>objective summary - in literature, this typically describes the important components of the story, including the plot, main characters, setting, etc. This type of summary remains neutral and unbiased (i.e., does not convey the writer's opinion).</p>	<p>In reading tasks: Students could read a short story and describe in their reading log the message the author is attempting to convey through the resolution of the plot's conflict.</p> <p>In speaking/listening tasks: Students may work together in small groups to discuss and evaluate whether one another's summaries of a novel are objective.</p> <p>In writing tasks: Students could write an essay on a poem in which they analyze how each successive stanza contributes to the theme.</p>

<p>In literature, "theme" and "central idea" are not synonymous. Themes are non-text-specific statements capturing abstract, universal ideas that emerge from a text. Central ideas are text-specific statements capturing an author's prominent ideas in a text.</p>		
---	--	--

<p align="center">Cornerstone Standard for RL 2</p>	
<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p align="center">Vertical Alignment</p>	
<p>Grade Span</p>	<p align="center">Standard</p>
<p align="center">7</p>	<p>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.</p>
<p align="center">6</p>	<p>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.</p>
<p align="center">5</p>	<p>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.</p>

Standard 6.RL.KID.3

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.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How do the elements of the text interact with each other over the course of the text? • How do these interactions develop the elements of the text? • How do these interactions and developments impact meaning? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Describing the relationship between character development and plot development <p>The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning of the text as a whole. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p> <p>In grades 6-12, there is an important distinction in the way that RL 1 and RL 3 address text elements. Standard RL 1 focuses more on making inferences about text elements, whereas standard RL 3 focuses more on analysis of the interaction and development of text elements.</p>	<p>plot - the sequence of events in a story</p> <p>characters - persons who take part in the action of a story or drama; may also be animals or imaginary creatures. A narrator who participates in the action may be considered a character.</p> <p>resolution - the last of the five main elements of plot (exposition, rising action, climax, falling action, resolution), wherein the main conflict is resolved and the narrative concludes</p> <p>*elements of the text - the essential components of a story or drama, such as setting, character(s), plot, conflict, and theme; or, the components of a poem, such as figurative language, imagery, rhythm, and tone</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>In reading tasks: Students could read a short story or novel excerpt and use a graphic organizer to compare and contrast characters before and after key events. Students use their graphic organizer to further analyze why characters may have changed as a result of those key events.</p> <p>In speaking/listening tasks: Students may discuss various possible reasons for a character's actions, attributing them to static character traits, specific events, or interactions between traits and events. If the text allows, the discussion could take the form of putting a character "on trial."</p> <p>In writing tasks: Students may write a multi-paragraph response explaining how the events in a novel influenced a character's actions.</p>

Cornerstone Standard for RL 3

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

Vertical Alignment

Grade Span	Standard
7	7.RL.KID.3 - Analyze how specific elements of a story or drama interact with and affect each other.
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.
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.

Standard 6.RL.CS.4

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.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What is the meaning of words and phrases as the author uses them in the text? • Which words or phrases are the most important to contributing meaning to the text? • Why did the author choose these words/phrases for this text? • What impact do these choices make on the passage's meaning and tone? <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> • Students determine the meaning(s) of words and phrases as the author uses them in a text. • Students analyze how specific word choices shape meaning or tone. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Determining the connotative meanings of words as they are used in a text • Analyzing the impact of allusions on meaning and tone <p>Analyzing authors' word choice strengthens students' ability to communicate as they learn how to make similar decisions in speech and writing.</p>	<p>*denotative meaning - literal or explicit meaning as distinct from implied or associated meanings</p> <p>figurative meaning - meaning of language enriched by imagery and figures of speech such as simile, metaphor, or personification; non-literal meaning</p> <p>connotative meaning - implied meaning of language apart from what the language describes explicitly; attitudes and feelings associated with a word</p> <p>analyze - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p>tone - expression of a writer's or speaker's attitude toward a subject. <i>Unlike mood, which is intended to shape the audience's emotional response, tone reflects the feelings of a text's author.</i></p> <p>allusion - an indirect textual reference to a person, place, thing, or event that exists outside the literary text</p> <p>*This terminology is not explicitly used in the grade-level standard but is implied in the phrase "determine the meaning of words and phrases."</p>	<p>In reading tasks: Students may identify unfamiliar and challenging words as they read a poem or story. Students use context to determine denotative, connotative, and figurative meanings of the words and how those meanings contribute to the overall meaning of the text.</p> <p>In speaking/listening tasks: In small groups, students may discuss words they selected that might imply a certain tone and then come to a consensus on what that tone might be. Students could then chart the tones and the accompanying words as evidence and complete a gallery walk to come to a full-class consensus.</p> <p>In writing tasks: Students could write an explanation of how the author used word choice to create a specific tone, including evidence from their own reading and from class discussion.</p>

<p>It is important to note that this standard is not simply about learning vocabulary; students must move beyond learning the meaning of words to the higher-level skill of determining <i>why</i> authors choose certain words or phrases and <i>how</i> their choices impact meaning and tone.</p> <p>Many literary devices, such as imagery, symbols, metaphors, analogies, and allusions are within the purview of this standard as its focus is, in part, on the intentional use of words and phrases to shape meaning or tone.</p> <p>This standard works in tandem with standard L 4. Standard RL 4 focuses more on how words and phrases <i>function</i> within a text, specifically, how they impact meaning and tone. Standard L 4 focuses more on strategies students can use to help them understand words and phrases in text.</p>		
---	--	--

Cornerstone Standard for RL 4	
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.	
Vertical Alignment	
Grade Span	Standard
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.
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.
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.

Standard 6.RL.CS.5

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.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How does the author organize the text elements? • In what ways does the placement of text elements fit into the overall text or plot structure? • How does the structure impact the meaning of the text? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Analyzing how a part of the structure (a specific sentence, chapter, etc., that represents a text element) contributes to the development of theme, setting, or plot. <p>The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning of the text as a whole. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p> <p>In grades 6-12, students should go beyond identification of the overall structure and focus more on analysis of how the overall structure and its individual components develop ideas and serve the author's purpose.</p>	<p>analyze - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p>(text) structure - the sequencing or ordering of the text elements</p> <p>theme - an 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. Like a thesis, a theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a proposition such as "Courage is an honorable virtue, but it can lead to negative circumstances." Sometimes a theme is directly stated in a work, and sometimes it is revealed indirectly. A single work may have more than one theme.</p> <p>setting - time and place of the action in a story</p> <p>plot - the sequence of events in a story</p> <p>*text elements - the essential components of a story or drama, such as setting, character(s), plot, conflict, and theme; or, the components of a poem, such as figurative language, imagery, rhythm, and tone</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>In reading tasks: Students may read a piece of historical fiction. As they read, they could identify specific sentences, paragraphs, etc., that represent a text element and describe how they fit into the overall text or plot structure.</p> <p>In speaking/listening tasks: Groups of students may be assigned to specific sentences, paragraphs, etc., that represent text elements and then discuss how their placement or sequencing develops a theme or the plot.</p> <p>In writing tasks: Students may respond to a writing prompt that asks them to analyze the significance of a given chapter in describing and establishing the setting and how the placement of that chapter in the overall text is significant.</p>

Cornerstone Standard for RL 5

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.

Vertical Alignment

Grade Span	Standard
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.
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.
5	5.RL.CS.5 - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.

Standard 6.RL.CS.6

6.RL.CS.6 - Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> From what point of view is the story told? How does this affect the content, style, and meaning of the text? What is the speaker's, narrator's and/or character's perspective? How do the content and style of the text convey this perspective? How does it impact the meaning of the text? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> Explaining how an author <i>establishes</i> and <i>conveys</i> point of view 	<p>point of view - in literature, the vantage point from which a story is told (i.e., first person, second person, third person, and the variations of those). Point of view is used to convey <i>perspective</i>, a person's attitude toward or outlook on something as determined by their limited vantage point and experience. Standard RL 6 encompasses both point of view and perspective (as conveyed by the point of view).</p> <p>narrator - the person or voice conveying a narrative. Some narratives have multiple narrators.</p> <p>speaker - the narrator or voice a poet uses to relay a poem</p>	<p>In reading tasks: Students could read a short story and underline/highlight words, phrases, sentences, and/or sections in the text that establish and convey the point of view.</p> <p>In speaking/listening tasks: Students could give presentations explaining how best to establish and convey point of view in a short story, using examples from the text to illustrate.</p> <p>In writing tasks: Students may rewrite a narrative from a different point of view with a focus on how this different vantage point will change the reader's understanding of the events in the story.</p>

Cornerstone Standard for RL 6

Assess how point of view or purpose shapes the content and style of a text.

Vertical Alignment

Grade Span	Standard
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.
6	6.RL.CS.6 - Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.
5	5.RL.CS.6 - Describe how a narrator's or speaker's point of view influences how events are described.

Standard 6.RL.IKI.7

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.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the content is presented in each medium? • How is the content of each text impacted by the format? • Is the format chosen for each text effective in presenting the topic or theme? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Comparing and contrasting the written version of a text with the audio, video, or live version <p>This standard is similar to RL 9 in that it concerns analysis across thematically or topically related texts. Whereas the focus of RL 7 is on the impact of format on content, RL 9 focuses on the varying ways authors can approach content.</p>	<p>*format/medium - the way in which the story, drama, or poem is delivered or presented (e.g., printed text, audio, video, multimodal, etc.)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students could read a poem and then watch a video of the poet reading the work, perhaps even accompanied by music or theatrics. Students may use a graphic organizer to note the similarities and differences of the reading and listening experiences of the poem.</p> <p><i>In speaking/listening tasks:</i> After completing the graphic organizers, students may discuss in groups which presentation was more effective in communicating meaning. The teacher may choose to have more sets of paired written and audio/visual texts for the groups to discuss and analyze.</p> <p><i>In writing tasks:</i> Students could be prompted to write an essay in which they not only detail the similarities of and differences between the written and audio versions of the text, but also evaluate the effectiveness of each version in communicating meaning.</p>

Cornerstone Standard for RL 7

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

Vertical Alignment

Grade Span	Standard
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.
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.
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.

****Reading Standard 8 is not applicable to literature****

Standard 6.RL.IKI.9

6.RL.IKI.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the theme or topic is presented in each text? • How does each author’s approach to addressing the theme or topic uniquely contribute to greater knowledge of that theme or topic? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Comparing and contrasting texts <i>in different forms or genres</i> in terms of their approaches to similar themes or topics <p>This standard is similar to RL 7 in that it concerns analysis across thematically or topically related texts. Whereas the focus of RL 7 is on the impact of format on content, RL 9 focuses on the varying ways authors can approach content.</p>	<p>forms - in the context of this standard, “forms” are equivalent to “genre”; see “genre” definition below</p> <p>genre - a category or type of literature characterized by similarities such as form, structure, style, or subject; examples include stories, poems, historical novels, and mystery.</p> <p>theme - an 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. Like a thesis, a theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a proposition such as “Courage is an honorable virtue, but it can lead to negative circumstances.” Sometimes a theme is directly stated in a work, and sometimes it is revealed indirectly. A single work may have more than one theme.</p>	<p><i>In reading tasks:</i> Students could read two thematically related texts from different genres (e.g., mystery, romance, or science fiction) and use a graphic organizer to chart similarities and differences of the genre (characterization, setting, details, elements) while reading.</p> <p><i>In speaking/listening tasks:</i> Students may work in groups to compare and contrast how an idea is developed within each of two thematically related texts of different genres. They could be prompted to examine how the development in each text may be specific to the constraints of the genre in the discussion.</p> <p><i>In writing tasks:</i> Students may write an informative essay that analyzes two thematically related texts from different genres and provides a clear explanation of the varying ways each author approaches the theme.</p>

Cornerstone Standard for RL 9

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

Vertical Alignment

Grade Span	Standard
7	7.RL.IKI.9 - Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.
6	6.RL.IKI.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
5	5.RL.IKI.9 - Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Standard 6.RL.RRTC.10

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.

Category: Range of Reading and Level of Text Complexity

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This is an overarching standard that involves all the reading standards for this grade level. If students are not applying the other reading standards to sufficiently complex text and to a range of text types, they are not fully meeting grade-level expectations.</p> <p>As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to access sufficiently complex and varied texts.</p>	<p>literature - works of fiction in narrative, dramatic, or poetic form</p> <p>text complexity band - a range of text sophistication corresponding to a grade span within the standards</p> <p>gradual release - removal of scaffolding to move students toward independence</p>	<p>The standard is addressed when reading, speaking & listening, language, and writing standards are integrated in instruction and grounded in grade-appropriate texts.</p>

Cornerstone Standard for RL 10

Read and comprehend complex literary and informational texts independently and proficiently.

Vertical Alignment

Grade Span	Standard
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.
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.
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.

TN ELA Standards Guide Grade 6

Reading Informational Standards

Standard 6.RI.KID.1

6.RI.KID.1 - Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What information is being shared in the text? • What ideas or concepts are represented (explicitly and implicitly) in the text? • Which specific details demonstrate those ideas/concepts? <p>This standard is the foundation of the reading standards in that it represents basic comprehension of the text.</p> <p>The semicolon indicates two separate components to the standard:</p> <ul style="list-style-type: none"> • Students analyze a text to determine what it says explicitly and implicitly. • When students speak or write their understanding of the text, they cite textual evidence to support their conclusions. <p>This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should be citing textual evidence to support conclusions.</p>	<p>analyze - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p>inferences - conclusions drawn from evidence and reasoning</p> <p>evidence - words, sentences, paragraphs, or sections of a text that are presented as support for the truth or validity of a conclusion or claim</p>	<p><i>In reading tasks:</i> Students may read a historical article and use a graphic organizer to track the information and ideas in the text as well as record any inferences (along with supporting evidence) about the text.</p> <p><i>In speaking/listening tasks:</i> Students may work collaboratively to locate evidence to support ideas/concepts from the text. They may present their findings to the class.</p> <p><i>In writing tasks:</i> Students could compose a multi-paragraph response to explain why they made one or more specific inferences about an informational text, providing evidence from the text to justify their insights.</p>

Cornerstone Standard for RI 1

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.

Vertical Alignment

Grade Span	Standard
7	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.RI.KID.1 - Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
5	5.RI.KID.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Standard 6.RI.KID.2

6.RI.KID.2 - Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What is a central idea of the text? • How does this idea develop over the course of the text? • What details contribute most to its development? • What information is important to include in a summary? <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> • Students identify a central idea and how it is supported with key details and features (e.g., word choice, figurative speech, structure, etc.). • When students summarize the text, they must be able to do so objectively. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Providing an objective summary of the text <p>A central idea of a text is not the same as a summary of its contents; it is a unifying message conveyed by the whole of the text.</p>	<p>central idea (main idea) - a focused idea or concept specific to a given text; when expressed by students, central/main ideas should be in the form of a complete thought</p> <p>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)</p>	<p><i>In reading tasks:</i> Students could read an article or essay and highlight words, phrases, or images that recur throughout the text that signal connection to the central idea.</p> <p><i>In speaking/listening tasks:</i> Students could work in small groups to discuss the words, phrases, or images they marked and develop a continuum of importance to help them learn to evaluate which details are most important. Each small group could then determine a potential central idea, which they would articulate to the class, providing evidence from the text.</p> <p><i>In writing tasks:</i> Students could compose an objective summary, describing key ideas, details, or events in the text and reporting them without personal commentary or outside description.</p>

Cornerstone Standard for RI 2

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

Vertical Alignment

Grade Span	Standard
7	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.RI.KID.2 - Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
5	5.RI.KID.2 - Determine the central idea of a text and explain how it is supported by key details; summarize the text.

Standard 6.RI.KID.3

6.RI.KID.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How do the individuals, ideas and events in the text develop and interact with each other? • How do these interactions or relationships impact meaning and serve the author’s purpose? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Analyzing how a key individual, event, or idea is <i>introduced, illustrated, and developed</i>. <p>The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text, such as individuals, events, ideas, etc., interact with each other and develop and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p> <p>In grades 6-12, there is an important distinction in the way that RI 1 and RI 3 address text elements. Standard RI 1 focuses more on making inferences about text elements, whereas standard RI 3 focuses more on analysis of the interaction and development of text elements.</p>	<p>analyze - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students could read a literary nonfiction text about a person who has accomplished a great feat and trace the development of the person through the article with a graphic organizer. Students may note a set number of descriptors of the person, providing evidence from the text for each descriptor.</p> <p><i>In speaking/listening tasks:</i> Students may work in pairs or in groups to discuss the differences in how an idea or individual is presented at different points in the text. Students may note the significance of those differences to the text as a whole.</p> <p><i>In writing tasks:</i> Using their graphic organizers and/or notes from their reading, students could describe in writing the person in the text and how the person changed through the text.</p>

Cornerstone Standard for RI 3

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

Vertical Alignment

Grade Span	Standard
7	7.RI.KID.3 - Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
6	6.RI.KID.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
5	5.RI.KID.3 - Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

Standard 6.RI.CS.4

6.RI.CS.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What is the meaning of words and phrases as the author uses them in the text? • Which words or phrases are the most important to contributing meaning to the text? • Why did the author choose these words/phrases for this text? • What impact do these choices make on the passage's meaning and tone? <p>The semicolon indicates two components to the standard:</p> <ul style="list-style-type: none"> • Students will determine the meaning of words and phrases as the author uses them in a text. • Students will analyze how specific word choices shape meaning or tone. <p>Analyzing authors' word choice strengthens students' ability to communicate as they learn how to make similar decisions in speech and writing.</p> <p>It is important to note that this standard is not simply about learning vocabulary; students must move beyond learning the meaning of words to the higher-level skill of determining <i>why</i> authors choose certain words or phrases and <i>how</i> their choices impact meaning and tone.</p>	<p>*denotative meaning - literal or explicit meaning as distinct from implied or associated meanings</p> <p>figurative meaning - words or phrases with non-literal meanings used for comparisons or clarity, usually evoking strong images</p> <p>connotative meaning - implied meaning of language apart from what the language describes explicitly; attitudes and feelings associated with a word</p> <p>technical meaning - relating to a particular subject, art, or science, or its techniques</p> <p>*This terminology is not explicitly used in the grade-level standard but is implied in the phrase "determine the meaning of words and phrases."</p>	<p><i>In reading tasks:</i> Students may be prompted to highlight unfamiliar words and phrases, along with context clues that might help determine their meaning. Students may take some notes about why they were marked in the margins of the text.</p> <p><i>In speaking/listening tasks:</i> With a partner or in a small group, sort unfamiliar words as technical (Tier 3) or nontechnical (Tier 2) and then discuss ways for determining meanings of each type.</p> <p><i>In writing tasks:</i> Students may write an informative essay that analyzes an informational article on a science or social studies topic. In the essay, students describe how the author's word choice impacts meaning.</p>

<p>Many rhetorical devices such as the use of parallelism, similes, metaphors, analogies, allusions, etc., are within the purview of this standard as its focus is, in part, on the intentional use of words and phrases to shape meaning or tone.</p> <p>This standard works in tandem with standard L 4. Standard RI 4 focuses more on how words and phrases <i>function</i> within a text, specifically, how they impact meaning and tone. Standard L 4 focuses more on strategies students can use to help them understand words and phrases in text.</p>		
---	--	--

Cornerstone Standard for RI 4	
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.	
Vertical Alignment	
Grade Span	Standard
7	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.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.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.

Standard 6.RI.CS.5

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.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How does the author organize the text elements? • In what ways does the placement of text elements fit into the overall text structure? • How does the structure develop ideas and serve the author's purpose? <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Analyzing how a part of the structure (a specific sentence, chapter, etc., that represents a text element) fits into the overall structure. • Analyzing how particular parts of the structure contribute to the development of ideas. <p>The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text interact with each other and develop and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p> <p>In grades 6-12, students should go beyond identification of the overall structure and focus more on analysis of how the overall structure and its individual components develop ideas and serve the author's purpose.</p>	<p>analyze - to examine critically the components of something to understand its meaning and/or nature as a whole</p> <p>structure - the way in which the text elements are sequenced or organized. Common examples of text structures include cause/effect, problem/solution, chronological, and linear/nonlinear, among others.</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>In reading tasks: Students could read an informational text and use a graphic organizer to record the structure of the text, noting what the placement of each section means and how it contributes to the overall structure and meaning of the text.</p> <p>In speaking/listening tasks: Student groups could be assigned various portions of a text and discuss the significance of the placement of that portion to the overall structure. Groups may also discuss possibilities for reorganizing a text and how that would impact the text's meaning.</p> <p>In writing tasks: Students could be prompted to compose a response on how the placement of a specific paragraph contributes to the central idea of the text, providing evidence from the text to support their claims.</p>

Cornerstone Standard for RI 5

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.

Vertical Alignment

Grade Span	Standard
7	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.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.RI.CS.5 - Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.

Standard 6.RI.CS.6

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.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> From what point of view is the text written? How does this affect the content, style, and meaning of the text? What is the author’s purpose in the text? How does the content and style of the text convey this purpose? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> <i>Explaining how an author conveys</i> point of view or purpose <p>Questions/tasks that address point of view apply to texts wherein the author has a clear and discernible perspective regarding the topic. If the purpose of an informational text is largely to inform, questions/tasks addressing this standard focus more appropriately on purpose.</p>	<p>point of view - in informational text, point of view is synonymous with “perspective,” the author’s attitude toward or outlook on the subject matter</p> <p>purpose - the reason (explicit or implicit) for writing a text</p>	<p><i>In reading tasks:</i> Students may read an informational text and identify words that express an opinion and take notes indicating what these words reveal about the author’s point of view.</p> <p><i>In speaking/listening tasks:</i> Students may participate in a think-pair-share activity to discuss their notes and determine the possible reasons why the author wrote the text.</p> <p><i>In writing tasks:</i> Once students have discussed the questions and refined their responses, they may write an essay explaining how the author’s purpose is conveyed in the text.</p>

Cornerstone Standard for RI 6

Assess how point of view or purpose shapes the content and style of a text.

Vertical Alignment

Grade Span	Standard
7	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.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.RI.CS.6 - Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.

Standard 6.RI.IK1.7

6.RI.IK1.7 - 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.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the content is presented in each medium? • How is the content of each text impacted by the format? • Is the format chosen for each text effective in presenting the content? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Integrating information presented in different formats to build knowledge <p>This standard is similar to RI 9 in that it concerns analysis across topically related texts. Whereas the focus of RI 7 is on the impact of format on content, RI 9 focuses on the varying ways authors can approach content.</p>	<p>different formats/media - the variety of ways in which the text is delivered or presented (e.g., printed text, audio, video, multimodal, etc.)</p>	<p><i>In reading tasks:</i> Students could read a news article on a topic and then examine a graph or visual on the same topic, noting how the visual added to their understanding of the text.</p> <p><i>In speaking/listening tasks:</i> Students may participate in an interactive experience to present information on various topics or issues using different media or formats</p> <p><i>In writing tasks:</i> Students may write a summary of the text and select/create a visual that adds or clarifies details in the summary.</p>

Cornerstone Standard for RI 7

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

Vertical Alignment

Grade Span	Standard
7	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.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.RI.IKI.7 - Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

Standard 6.RI.IKI.8

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.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What thesis or argument is presented in the text? • What claims, reasons, and evidence does the author use to develop the argument? • How effective is the author in presenting claims and supporting them with sound reasoning and sufficient, credible evidence? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • <i>Evaluating</i> the argument and specific claims in a text, identifying claims that are unsupported <p>Although the term “claims” is often used broadly to reference any statements of truth by an author, it should be interpreted in this standard to apply only to statements of truth <i>in an argumentative text</i>.</p> <p>This standard should be considered in light of standard RI 6: what is the author’s purpose? If the author’s intent is merely to inform, this standard does not apply to that text. If the author’s intent is to make an argument, this standard does apply.</p>	<p>evaluate - determine the significance, worth, or quality of something</p> <p>argument - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims).</p> <p>claims - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p>reasons - statements of support for claims</p> <p>evidence - facts, statistics, quotes, or examples used to support reasons</p>	<p><i>In reading tasks:</i> Students may read a short op-ed text on a school-related topic. While reading, students may be prompted to record claims that the author makes to support the overall argument and any evidence that supports those claims on a T-chart.</p> <p><i>In speaking/listening tasks:</i> Students may work in groups to discuss the reasons and evidence provided to support claims they located within an argumentative text.</p> <p><i>In writing tasks:</i> After tracing reasons and evidence in response to specific claims, students may write examples of evidence that the author could have used for the claims that lacked evidence in the text.</p>

Cornerstone Standard for RI 8

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.

Vertical Alignment

Grade Span	Standard
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.

Standard 6.RI.IKI.9

6.RI.IKI.9 - Compare and contrast two or more authors' presentation of the same topic or event.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the topic is presented in each text? • How does each author's approach to addressing the topic uniquely contribute to greater knowledge of that theme or topic? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Comparing and contrasting the authors' <i>presentation</i> of the topic or event. <p>This standard is similar to RI 7 in that it concerns analysis across topically related texts. Whereas the focus of RI 7 is on the impact of format on content, RI 9 focuses on the varying ways authors can approach content.</p> <p>In grades K-5 of the RI standards strand, the primary emphasis of standard RI 9 is on <i>synthesis of information</i> across topically related texts in order to build knowledge; in grades 6-12, the focus of the standard shifts primarily toward <i>comparing the approaches</i> of two or more authors in topically related texts. When comparing approaches, students should always identify <i>how</i> each author's approach contributes to greater knowledge of the topic.</p>	<p>No terms in need of definition for this standard.</p>	<p><i>In reading tasks:</i> Students may read two texts with differing approaches to the same topic. While reading, students may respond to the following text-based questions: What is each author's purpose for writing? Is the text a firsthand or secondhand account? Which details are in both accounts? Which details are in only one account? Do the two accounts conflict with each other? If so, what might be the cause of the conflict?</p> <p><i>In speaking/listening tasks:</i> Students may read different firsthand accounts of a historical event. Then, working in small groups, students could discuss the similarities and differences between the two accounts and complete a Venn diagram or chart to display their findings. Students may then present their findings to the class.</p> <p><i>In writing tasks:</i> Students may write a response comparing and contrasting the two accounts. In the response, students may discuss which account is more effective in conveying the events that took place.</p>

Cornerstone Standard for RI 9

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

Vertical Alignment

Grade Span	Standard
7	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.RI.IKI.9 - Compare and contrast two or more authors' presentation of the same topic or event.
5	5.RI.IKI.9 - Integrate information from two or more texts on the same topic in order to build content knowledge.

Standards 6.RI.RRTC.10

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.

Category: Range of Reading and Level of Text Complexity

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This is an overarching standard that involves all the reading standards for this grade level. If students are not applying the other reading standards to sufficiently complex text and to a range of text types, they are not fully meeting grade-level expectations.</p> <p>As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to access sufficiently complex and varied texts.</p>	<p>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.</p> <p>text complexity band - a range of text sophistication corresponding to a grade span within the standards</p> <p>gradual release - removal of scaffolding to move students toward independence</p>	<p>Standard is addressed when reading, speaking & listening, language, and writing standards are integrated in instruction and grounded in grade-appropriate texts.</p>

Cornerstone Standard for RI 10

Read and comprehend complex literary and informational texts independently and proficiently.

Vertical Alignment

Grade Span	Standard
7	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.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.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.

TN ELA Standards Guide Grade 6

Writing Standards

Standard 6.W.TTP.1

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.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Write arguments that are text-based, logical, well organized, and fully developed. <p>Students at this grade level are expected to write arguments, as opposed to opinions, for the first time. Arguments are much more evidence based and fully developed than opinions. As such, this standard's expectations increase substantially at this grade level.</p> <p>The following are key parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Develop claims • Support claims with <i>logical</i> reasoning and <i>relevant, sufficient</i> evidence • <i>Acknowledge</i> alternate or opposing claim(s) • Make clear connections between claims and reasons 	<p>argument - reasoning that intends to convince by establishing truth.</p> <p>claims - statements taking a position on what is true; these are usually statements with which people can disagree.</p> <p>reasons/reasoning - statements of support for claims</p> <p>evidence - facts, statistics, quotes, or examples used to support reasons</p> <p>alternate claims - claims that are different from (but may not necessarily oppose) the claim(s) being proposed in an argument</p> <p>opposing claims (aka counterclaims) - claims that rebut the claim(s) being proposed in an argument</p>	<p><i>In reading tasks:</i> Students could read an argumentative text on a specific topic (e.g., whether students should be required or encouraged to participate in middle school sports). While reading, students could be prompted to highlight at least one main claim of the text along with at least two or three reasons and accompanying evidence.</p> <p><i>In speaking/listening tasks:</i> Students could generate a claim on a selected topic and then devise three reasons. Working in pairs or small groups, students could discuss the feasibility of these reasons in response to the claims and then present them to the class.</p>

<ul style="list-style-type: none"> • Use credible sources • Use precise language and content-specific vocabulary • Use transitions to create clarity and cohesion • Use varied sentence structure to enhance meaning and reader interest • Write argument in a formal style <p>It is important to note the distinction between argumentative and informative (W 2) writing: arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior, whereas explanations start with the assumption of truthfulness and answer questions about why or how. Arguments are used for persuasion whereas explanations are used for clarification.</p> <p>There are several purposes for argumentative writing:</p> <ul style="list-style-type: none"> • To change the reader’s point of view • To call a reader to action • To convince the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem <p>The sub-standards (a - i) are not intended to constrain argumentative writing to a formula but rather to denote essential elements of effective argumentative writing for this grade level.</p>	<p>*rebuttal - a refutation of counterclaims using reasoning and evidence</p> <p>content-specific vocabulary - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 or domain-specific vocabulary</p> <p>style - the writer’s unique way of communicating ideas - not only what is said but also how it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, and dialogue.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in understanding the components of argumentation.</p>	<p><i>In writing tasks:</i> Each student may take the claim he or she had generated along with three reasons to support the claim and then seek out credible sources that provide supporting evidence. Students may then write a multi-paragraph response centered around that claim.</p>
---	---	--

Cornerstone Standard for W 1

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

Vertical Alignment

Grade Span	Standard
7	<p>7.W.TTP.1 - Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s). Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. Use credible sources and demonstrate an understanding of the topic or source material. Craft an effective and relevant conclusion that supports the argument presented. Use precise language and content-specific vocabulary. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use varied sentence structure to enhance meaning and reader interest. Establish and maintain a formal style.
6	<p>6.W.TTP.1 - Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s). Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. Use credible sources and demonstrate an understanding of the topic or source material. Craft an effective and relevant conclusion that supports the argument presented. Use precise language and content-specific vocabulary. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use varied sentence structure to enhance meaning and reader interest. Establish and maintain a formal style.
5	<p>5.W.TTP.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text. Develop an opinion through logically-ordered reasons that are supported by facts and details. Create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide a concluding statement or section related to the opinion presented. Link opinion and reasons using words, phrases, and clauses. Apply language standards addressed in the Foundational Literacy standards.

Standard 6.W.TTP.2

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.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Write informative/explanatory texts that examine texts and convey complex ideas clearly and accurately <p>This standard's expectations increase substantially at this grade level. The following are key parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Thoroughly and accurately explain and elaborate on the evidence used • Use transitions to create clarity and cohesion • Use varied sentence structure to enhance meaning and reader interest • Write text in a formal style 	<p>analysis - the critical examination of the components of something to understand its meaning and/or nature as a whole</p> <p>cohesion - the quality of being united logically</p> <p>evidence - facts, statistics, quotes, or examples used to support reasons</p> <p>multimedia - the variety of outlets or tools used to communicate information or data. Examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and works of art.</p> <p>transitions - words and phrases that are used to indicate a shift from one topic, idea, etc., to another; also refers to words and phrases that are used to connect one part of a text (sentence, paragraph, section, etc.) to another and that highlight the relationship and/or connection between them</p>	<p><i>In reading tasks:</i> Students may read a published news article and annotate key ideas, concepts, and information. Students may give particular attention to how the organization of the ideas and information helps the reader to understand the content more clearly.</p> <p><i>In speaking/listening tasks:</i> Students may work in groups to craft a presentation to the class of the information in the article they are assigned. Each group could read a different article that is topically related. Presentations may focus on using precise language and clear organization to present the ideas.</p> <p><i>In writing tasks:</i> After hearing the group presentations, each student could write an informational essay that synthesizes the information from each presentation. Essays may focus on using precise language, clear organization, and using appropriate transitions to connect ideas.</p>

<p>It is important to note the distinction between informative and argumentative (W 1) writing: arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior, whereas explanations start with the assumption of truthfulness and answer questions about why or how. Arguments are used for persuasion whereas explanations are used for clarification.</p> <p>There are several purposes for informative/explanatory writing:</p> <ul style="list-style-type: none"> • To increase the reader's knowledge of a subject/topic • To help readers understand a procedure or process • To provide readers with an enhanced comprehension of a concept <p>The sub-standards (a - j) are not intended to constrain informative writing to a formula but rather to denote the essential elements of effective informative writing for this grade level.</p>	<p>domain-specific vocabulary - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 or domain-specific vocabulary</p> <p>style - the writer's unique way of communicating ideas - not only what is said but also how it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, and dialogue.</p>	
---	--	--

Cornerstone Standard for W 2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Vertical Alignment

Grade Span	Standard
7	<p>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.</p> <ul style="list-style-type: none"> 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	<p>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.</p> <ul style="list-style-type: none"> 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	<p>5.W.TTP.2 - Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none">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.
---	--

Standard 6.W.TTP.3

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.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Write well-crafted and engaging narratives to convey real or imagined experiences. <p>The following are key parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> Establish a point of view. Use a variety of words, phrases, and clauses to signal shifts and show relationships among experiences and events. Craft an effective and relevant conclusion that reflects on the narrative. <p>Narrative writing can be used for many purposes, such as to inform, instruct, persuade, or entertain.</p> <p>The sub-components (a - g) are not intended to constrain narrative writing to a formula but rather to denote the essential elements of effective narrative writing for this grade level.</p>	<p>narratives - writing that conveys experience, either real or imaginary, and uses time as its core structure</p> <p>fiction - imagined texts, typically applied to written works of prose such as novels and short stories. Fiction may draw on actual events or real people, but it is primarily derived from the author’s imagination.</p> <p>literary (or narrative) nonfiction - fact-based texts that employ literary techniques typically associated with fiction or poetry. Examples include certain types of personal essays, memoirs, autobiographies, and works of creative nonfiction.</p> <p>point of view - in narrative, POV is the vantage point from which a story is told (viz., first-person, second-person, third-person, and the variations of those). This is a technical choice that may or may not reflect the author’s perspective (their attitude toward or outlook on the story and its meaning).</p> <p>characters - person who takes part in the action of a story or drama; may also be an animal or imaginary creature. A narrator who participates in the action may be considered a character.</p>	<p>In reading tasks: Students may read a short story or book excerpt and be prompted to use a graphic organizer to list the genre (e.g., fantasy, mystery, science fiction, etc.) and explain the reasoning, as well as to describe some common fictional elements from that specific story: setting, character(s), plot, outcome/resolution, and theme.</p> <p>In speaking/listening tasks: Students could work in pairs or small groups to discuss the potential for changing some element of a narrative they had read, adding some originality, while still maintaining some elements of the original story. Students might talk about how adding another character to a story or changing a character’s actions in a story would change the plot. They could discuss how changing the setting would impact the story. After recasting the narrative, students could present their outcomes to the class.</p> <p>In writing tasks: Students could practice rewriting these narratives by integrating the elements they noted in group discussion that might improve the narrative or at least make it equally interesting.</p>

Cornerstone Standard for W 3

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

Vertical Alignment

Grade Span	Standard
7	<p>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.</p> <ul style="list-style-type: none"> 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	<p>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.</p> <ul style="list-style-type: none"> 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	<p>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.</p> <ul style="list-style-type: none"> 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.

Standard 6.W.PDW.4

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.)

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard provides a framework for understanding the writing types as defined in Writing standards 1-3. Specifically, students should choose an organization, style, and level of development that are appropriate to the writing context, as defined by the situation, task, purpose, and audience.</p>	<p>style - author’s or speaker’s way of communicating ideas - not only what is said but also <i>how</i> it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, etc.</p>	<p><i>In reading tasks:</i> Students may read an informational text for a specialized audience (e.g., a science news article) and note in their reading logs some specific elements: domain-specific language, the purpose of the text, and the potential audience.</p> <p><i>In speaking/listening tasks:</i> Students, after reading an informational text (e.g., a science news article) could work in small groups to discuss how the information in the text and the structure of the text is appropriate for the seemingly intended audience and how those elements help the author accomplish the article’s purpose.</p> <p><i>In writing tasks:</i> After having read a science news article, students could write one or more paragraphs to relay the information to a more general audience, considering that some of the domain-specific language might have to be explained in simpler terms, and the structure might have to be changed in order to simplify for a more generalized audience.</p>

Cornerstone Standard for W 4

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

Vertical Alignment

Grade Span	Standard
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.)

Standard 6.W.PDW.5

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.)

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard focuses on the recursive approach to writing wherein writing is viewed as an ongoing process of refinement. Students work through each writing stage and revisit stages as needed to improve their writing.</p> <p>This standard emphasizes the importance of working with peers and adults as they work through each stage of the process.</p> <p>Guidance and support from teachers should include the following:</p> <ul style="list-style-type: none"> • Modeling of each writing stage • Exemplar texts demonstrating effective writing • Feedback on each writing stage • Revisiting explicit instruction (modeling) when students struggle 	<p>revising - reworking a text in light of task, purpose, and audience considerations; compared to editing, revising is a larger-scale activity often associated with the overall substance and structure of a text.</p> <p>editing - the process of improving clarity, organization, conciseness, and appropriateness of expression relative to task, purpose, and audience; often involves replacing or deleting words, phrases, and sentences that are awkward or confusing and correcting errors in spelling, usage, mechanics, and grammar.</p> <p>rewriting - the process of largely or wholly replacing a previous effort with a new effort that is better aligned to task, purpose, and audience. Compared to revising, rewriting is a larger-scale activity more akin to replacement than to enhancement.</p>	<p><i>In reading tasks:</i> Students may read a couple of drafts of a mentor text and annotate what changes the author made in the second draft and the reasons why the changes may have been made.</p> <p><i>In speaking/listening tasks:</i> Students could work in pairs and read their partner’s first draft of an essay, offering feedback on writing elements such as organization, development, transitions, language choice, etc.</p> <p><i>In writing tasks:</i> In response to the feedback provided by their partner, students could write a new draft of their previous essay and make revisions and edits. At this point, students must make decisions about the feedback and determine what changes should or should not be made.</p>

Cornerstone Standard for W 5

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

Vertical Alignment

Grade Span	Standard
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.)

Standard 6.W.PDW.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.

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard focuses on the use of technology to produce and present writing. This should be both an individual and a collaborative process, allowing for students to interact with each other's writing.</p> <p>This standard is closely related to reading standard 7. In RL/RI 7, students are determining how a text's content is impacted by the format in which it is presented. In W 7, students are considering how to produce and/or present a writing product that is uniquely impacted by the digital format chosen.</p> <p>The interaction of technology and writing expands some of our traditional understandings of what "writing" means as content can be presented through combinations of sounds, visuals, written words, etc. This standard provides opportunities for students to present what they have written in interactive and engaging ways, as appropriate to the task, purpose, and audience.</p>	<p>technology - digital tools through which students can dynamically create, share, and collaborate, including websites, audio/video recording and editing software, cloud-based applications, smart phone applications, etc.</p> <p>publish - to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) to a broad audience either formally (as in a school's literary magazine, a website, etc.) or informally (as on a class discussion board or online forum)</p>	<p><i>In reading tasks:</i> Students may compare and contrast a digitally produced and published literary text with its written version. Students may focus on how the multimedia version is uniquely impacted by the digital format chosen.</p> <p><i>In speaking/listening tasks:</i> Using a smart phone application, students may collaborate with a partner to create a rough draft of an informative essay that synthesizes information from several texts read in class. Student pairs may then swap drafts with another student pair and offer feedback.</p> <p><i>In writing tasks:</i> Using the feedback from another student pair, each student pair will use digital tools to revise their original draft and prepare it for publishing online.</p>

Cornerstone Standard for W 6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Vertical Alignment

Grade Span	Standard
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.

Standard 6.W.RBPK.7

6.W.RBPK.7 - Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Conduct research for the purpose of building knowledge and/or solving a problem. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • When conducting research to answer a question, <i>refocus the inquiry</i> when appropriate. <p>When students “refocus the inquiry,” they are adjusting the focus of their research in cases where the original inquiry is determined to be incomplete or insufficient after researching the topic. For instance, a refocus of the inquiry would be required when there is a lack of adequate sources to inform it or when the original inquiry is determined to be too broad.</p>	<p>research - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc.</p>	<p><i>In reading tasks:</i> Students may begin a research project by searching for and selecting multiple sources that pertain to an inquiry. Students may scan the contents of each text and then read and annotate relevant portions of each text.</p> <p><i>In speaking/listening tasks:</i> Once students have conducted the initial research, students may work with a partner to offer feedback on each other’s initial steps of the research project. Students may focus, in particular, on whether the research inquiry is adequate or needs to be refocused.</p> <p><i>In writing tasks:</i> After the discussion on whether the inquiry is adequately worded, students may proceed to the next stage of the project by synthesizing information and producing an outline for writing.</p>

Cornerstone Standard for W 7

Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

Vertical Alignment

Grade Span	Standard
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.

Standard 6.W.RBP.8

6.W.RBP.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.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> When conducting and publishing research, integrate relevant and credible information from multiple sources while avoiding plagiarism. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> Integrate <i>credible</i> information. Provide basic bibliographic information for sources. <p>Standard W 8 is a parallel standard to SL 2. In both cases, students are integrating information presented in diverse media formats; in SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.</p>	<p>No terms need defining for this standard.</p>	<p><i>In reading tasks:</i> After identifying several possible resources to be used in a research project, students may analyze each source to identify the information that is relevant to the inquiry they are pursuing.</p> <p><i>In speaking/listening tasks:</i> Students could, in pairs, examine the information they have identified and begin crafting sentences that paraphrase it. Students could then practice writing sentences individually and then seek feedback from their partner.</p> <p><i>In writing tasks:</i> Students may create a checklist of criteria that guide future searches of Internet sites. Students could also locate another site they think might be beneficial and evaluate the site using a provided or class-created checklist from discussion.</p>

Cornerstone Standard for W 8

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

Vertical Alignment

Grade Span	Standard
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.

Standard 6.W.RBP.9

6.W.RBP.9 - Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> When conducting and publishing research, use relevant, credible evidence from source material. <p>Standard W 9 works closely with standards RL/RI 1, RI 8, and SL 3. When students strengthen their ability to analyze the use of evidence in arguments, they also strengthen their ability to identify and use relevant, credible evidence in their own writing.</p>	<p>research - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc.</p> <p>evidence - facts, statistics, quotes, or examples used to support reasons</p>	<p><i>In reading tasks:</i> Students may read a source (e.g., a news article containing information about a research study on their selected topic) and highlight and annotate evidence that supports an analysis or interpretation that they may be considering for incorporation in a research project of their own.</p> <p><i>In speaking/listening tasks:</i> Students could present to the class evidence that a writer uses to support his or her analyses, reflections, or interpretations. In small groups, students may discuss and evaluate the quality of that evidence.</p> <p><i>In writing tasks:</i> Students could integrate relevant information from credible sources into an essay or project.</p>

Cornerstone Standard for W 9

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

Vertical Alignment

Grade Span	Standard
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.

Standards 6.W.RW.10

6.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Category: Range of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
This standard is an overarching standard that encompasses all of the writing standards for this grade level. Students should be writing every day and have opportunities to write for a range of tasks, purposes, and audiences.	No terms need defining for this standard.	This standard is represented when students are routinely writing in response to tasks designed to build knowledge from texts.

Cornerstone Standard for W 10

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

Vertical Alignment

Grade Span	Standard
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.