Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Tennessee Academic Standards

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Tennessee Academic Standards

Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.PKI.4**	**Presentation of Knowledge and Ideas - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.SL.PKI.4	Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	9-10.W.TTP.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	9-10.W.TTP.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	9-10.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.PKI.4**	**Presentation of Knowledge and Ideas - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.SL.PKI.4	Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.PKI.4**	**Presentation of Knowledge and Ideas - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.SL.PKI.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.PKI.4**	**Presentation of Knowledge and Ideas - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.SL.PKI.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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Tennessee Academic Standards

Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.5.**	**Craft and Structure - Standard 5**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
LEARNING EXPECTATION	9-10.RL.CS.5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**

INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.5.**	**Craft and Structure - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
LEARNING EXPECTATION	9-10.RL.CS.5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	9-10.W.TTP.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	9-10.W.TTP.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9-10.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole.

INDICATOR	9-10.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**

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

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	11-12.RL.KID.3.	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	11.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	11-12.W.TTP.3.c.	Create a smooth progression of experiences or events.

INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	11-12.RL.KID.3.	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	12.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	11-12.W.TTP.3.c.	Create a smooth progression of experiences or events.

INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.5.**	**Craft and Structure - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
LEARNING EXPECTATION	9-10.RL.CS.5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE	**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.5.**	**Craft and Structure - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
LEARNING EXPECTATION	9-10.RL.CS.5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**

INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	11-12.RL.KID.3.	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**

INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	11-12.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	11-12.RL.KID.3.	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	11-12.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Tennessee Academic Standards

Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.5.**	**Craft and Structure - Standard 5**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
LEARNING EXPECTATION	9-10.RL.CS.5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**

INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.5.**	**Craft and Structure - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
LEARNING EXPECTATION	9-10.RL.CS.5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE	**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	11-12.RL.KID.3.	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	11-12.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	11-12.RL.KID.3.	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**

INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	11-12.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**

LEARNING EXPECTATION	9.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	9-10.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**

INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**

INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**

LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.

INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.

INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	9.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**

INDICATOR	9-10.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.

INDICATOR	11-12.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.

INDICATOR	11-12.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE	**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole.

INDICATOR	9-10.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**

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

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	11-12.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.

INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	11-12.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.

INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole.
INDICATOR	9-10.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	11-12.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.b.	Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	11-12.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

Tennessee Academic Standards

Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**

INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**

INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**

LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	12.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.

INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.

INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	11-12.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.

INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

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Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE	**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE	**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**

LEARNING EXPECTATION	11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

LEARNING EXPECTATION	9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

LEARNING EXPECTATION	9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**

INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**

INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**

LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.

INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**

INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

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

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE	**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**

INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.

INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**

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

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**

LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE	**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**

INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**

LEARNING EXPECTATION	9.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	9-10.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

LEARNING EXPECTATION	9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	11.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	11-12.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.

INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**

INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	9-10.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.

INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.7**	**Research to Build and Present Knowledge - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.**
LEARNING EXPECTATION	11-12.W.RBPK.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.

INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE	**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**

INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE	**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	9-10.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

INDICATOR	9-10.W.TTP.2.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	9-10.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	9-10.W.TTP.2.f.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	9-10.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	9-10.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.

INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**

INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.9**	**Research to Build and Present Knowledge - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.**
LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RL.KID.2.	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.5.**	**Craft and Structure - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
LEARNING EXPECTATION	9-10.RL.CS.5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.7.**	**Integration of Knowledge and Ideas - Standard 7**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
LEARNING EXPECTATION	9-10.RL.IKI.7.	Evaluate the topic, subject, and/or theme in two diverse formats or media.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	9-10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**

INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE	READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE	**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RL.KID.2.	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE	**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

STRAND / STANDARD / COURSE	**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.5.**	**Craft and Structure - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
LEARNING EXPECTATION	9-10.RL.CS.5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.7.**	**Integration of Knowledge and Ideas - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
LEARNING EXPECTATION	9-10.RL.IKI.7.	Evaluate the topic, subject, and/or theme in two diverse formats or media.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	9-10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	9-10.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RL.KID.2.	Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	11-12.RL.KID.3.	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.7.**	**Integration of Knowledge and Ideas - Standard 7**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
LEARNING EXPECTATION	11-12.RL.IKI.7.	Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	11-12.RL.IKI.9.	Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	11-12.RI.IKI.9.	Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**

INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RL.KID.2.	Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	11-12.RL.KID.3.	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.7.**	**Integration of Knowledge and Ideas - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
LEARNING EXPECTATION	11-12.RL.IKI.7.	Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	11-12.RL.IKI.9.	Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	11-12.RI.IKI.9.	Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	11-12.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RL.KID.2.	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.5.**	**Craft and Structure - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
LEARNING EXPECTATION	9-10.RL.CS.5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

STRAND / STANDARD / COURSE	**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.7.**	**Integration of Knowledge and Ideas - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
LEARNING EXPECTATION	9-10.RL.IKI.7.	Evaluate the topic, subject, and/or theme in two diverse formats or media.

STRAND / STANDARD / COURSE	**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	9-10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**

INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RL.KID.2.	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.5.**	**Craft and Structure - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
LEARNING EXPECTATION	9-10.RL.CS.5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.7.**	**Integration of Knowledge and Ideas - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
LEARNING EXPECTATION	9-10.RL.IKI.7.	Evaluate the topic, subject, and/or theme in two diverse formats or media.

STRAND / STANDARD / COURSE **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE **READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	9-10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.

STRAND / STANDARD / COURSE **6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	9-10.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**

INDICATOR	9-10.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

LEARNING EXPECTATION	11-12.RL.KID.2.	Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	11-12.RL.KID.3.	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.7.**	**Integration of Knowledge and Ideas - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
LEARNING EXPECTATION	11-12.RL.IKI.7.	Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	11-12.RL.IKI.9.	Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	11-12.RI.IKI.9.	Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**

INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RL.KID.2.	Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	11-12.RL.KID.3.	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

STRAND / STANDARD / COURSE	**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.7.**	**Integration of Knowledge and Ideas - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
LEARNING EXPECTATION	11-12.RL.IKI.7.	Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

STRAND / STANDARD / COURSE	**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	11-12.RL.IKI.9.	Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

STRAND / STANDARD / COURSE	**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	11-12.RI.IKI.9.	Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**

INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RL.KID.2.	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.5.**	**Craft and Structure - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
LEARNING EXPECTATION	9-10.RL.CS.5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.7.**	**Integration of Knowledge and Ideas - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
LEARNING EXPECTATION	9-10.RL.IKI.7.	Evaluate the topic, subject, and/or theme in two diverse formats or media.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**

LEARNING EXPECTATION	9-10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE	**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE	**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RL.KID.2.	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE	**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

STRAND / STANDARD / COURSE	**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.5.**	**Craft and Structure - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
LEARNING EXPECTATION	9-10.RL.CS.5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.7.**	**Integration of Knowledge and Ideas - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
LEARNING EXPECTATION	9-10.RL.IKI.7.	Evaluate the topic, subject, and/or theme in two diverse formats or media.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	9-10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RL.KID.2.	Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	11-12.RL.KID.3.	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.7.**	**Integration of Knowledge and Ideas - Standard 7**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
LEARNING EXPECTATION	11-12.RL.IKI.7.	Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	11-12.RL.IKI.9.	Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	11-12.RI.IKI.9.	Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	11-12.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.

INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RL.KID.2.	Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	11-12.RL.KID.3.	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	11-12.RL.IKI.7.	Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	11-12.RL.IKI.9.	Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	12.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	11-12.RI.IKI.9.	Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**

INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RL.KID.2.	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	9-10.RL.CS.5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	9-10.RL.IKI.7.	Evaluate the topic, subject, and/or theme in two diverse formats or media.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	9.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	9-10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**

INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE	**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

LEARNING EXPECTATION	9-10.RL.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RL.KID.2.	Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.3.**	**Key Ideas and Details - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
LEARNING EXPECTATION	9-10.RL.KID.3.	Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.5.**	**Craft and Structure - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
LEARNING EXPECTATION	9-10.RL.CS.5.	Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.7.**	**Integration of Knowledge and Ideas - Standard 7**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**
LEARNING EXPECTATION	9-10.RL.IKI.7.	Evaluate the topic, subject, and/or theme in two diverse formats or media.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	9-10.RI.IKI.9.	Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**

LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**

INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RL.KID.2.	Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	11-12.RL.KID.3.	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	11-12.RL.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	11-12.RL.IKI.7.	Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

LEARNING EXPECTATION	11-12.RL.IKI.9.	Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RL.RRTC.10.	Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	11-12.RI.IKI.9.	Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.

INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RL.KID.2.	Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	11-12.RL.KID.3.	Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	11-12.RL.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	11-12.RL.IKI.7.	Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

LEARNING EXPECTATION	11-12.RL.IKI.9.	Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.
STRAND / STANDARD / COURSE		**READING STANDARDS - LITERATURE**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RL.RRTC.10.	Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.IKI.9.**	**Integration of Knowledge and Ideas - Standard 9**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.**
LEARNING EXPECTATION	11-12.RI.IKI.9.	Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.

INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	9-10.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	9-10.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	9-10.W.TTP.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

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

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	9-10.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	9-10.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	9-10.W.TTP.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	11.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE	**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	11-12.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.

INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	12.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	11-12.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	9-10.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**

INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

INDICATOR	9-10.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	9-10.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**

LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	11-12.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	11-12.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

Tennessee Academic Standards

Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	9.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

INDICATOR	9-10.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	9-10.RI.KID.1.	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	9-10.RI.KID.2.	Determine a central idea of a text and analyze its development; provide an objective or critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	9-10.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	10.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**9-10.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	9-10.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

INDICATOR	9-10.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

STRAND / STANDARD / COURSE	**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	11.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	11-12.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	11-12.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.1.**	**Key Ideas and Details - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	**R.KID.2.**	**Key Ideas and Details - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.4.**	**Craft and Structure - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.CS.6.**	**Craft and Structure - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Assess how point of view or purpose shapes the content and style of a text.**
LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
STRAND / STANDARD / COURSE		**READING STANDARDS – INFORMATIONAL TEXT**
CONCEPTUAL STRAND / GUIDING QUESTION	**R.RRTC.10.**	**Range of Reading and Level of Text Complexity - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.**
LEARNING EXPECTATION	12.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.4**	**Vocabulary Acquisition and Use - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
LEARNING EXPECTATION	**11-12.L.VAU.4**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.**
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	11-12.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE	**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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Language Arts

Grade **9** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**9-10.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	9-10.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	9-10.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**9-10.W.TTP.2**	**Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	9-10.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **10** - Adopted: **2016**

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	9-10.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	9-10.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / STANDARD / COURSE	**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	9-10.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE	**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	9-10.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	9-10.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
INDICATOR	9-10.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	9-10.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	9-10.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	9-10.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	9-10.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	9-10.W.TTP.2	Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
INDICATOR	9-10.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**9-10.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	9-10.W.TTP.3.g.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	9-10.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	9-10.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

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

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	9-10.W.RBPK.8	Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	9-10.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **11** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**

INDICATOR	11-12.W.TTP.1.a.	Introduce precise claim(s).
INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	11-12.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**

INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade **12** - Adopted: **2016**

STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.CSE.2**	**Conventions of Standard English - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.KL.3**	**Knowledge of Language - Standard 3**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		**6-12 LANGUAGE STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**L.VAU.6**	**Vocabulary Acquisition and Use - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		**SPEAKING AND LISTENING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**SL.CC.1**	**Comprehension and Collaboration - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.**
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.1**	**Text Types and Protocol - Standard 1**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
LEARNING EXPECTATION	**11-12.W.TTP.1**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.**
INDICATOR	11-12.W.TTP.1.a.	Introduce precise claim(s).

INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	11-12.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.
INDICATOR	11-12.W.TTP.1.f.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.2**	**Text Types and Protocol - Standard 2**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
LEARNING EXPECTATION	**11-12.W.TTP.2**	**Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.**
INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	11-12.W.TTP.2.g.	Establish and maintain a formal style and objective tone.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.TTP.3**	**Text Types and Protocol - Standard 3**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**
LEARNING EXPECTATION	**11-12.W.TTP.3**	**Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.**
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.

INDICATOR	11-12.W.TTP.3.h.	Establish and maintain an appropriate style and tone.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.4**	**Production and Distribution of Writing - Standard 4**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.**
LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.5**	**Production and Distribution of Writing - Standard 5**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.PDW.6**	**Production and Distribution of Writing - Standard 6**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RBPK.8**	**Research to Build and Present Knowledge - Standard 8**

GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.**
LEARNING EXPECTATION	11-12.W.RBPK.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STRAND / STANDARD / COURSE		**WRITING STANDARDS**
CONCEPTUAL STRAND / GUIDING QUESTION	**W.RW.10**	**Range of Writing - Standard 10**
GUIDING QUESTION / LEARNING EXPECTATION		**Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.